

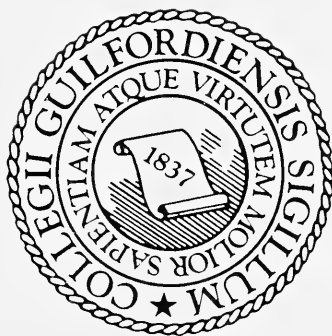


# GUILFORD COLLEGE CATALOG

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1990-1992





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5800 West Friendly Avenue  
Greensboro, North Carolina 27410  
(919)292-5511 or (800)992-7759

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The Guilford College Catalog contains information about the educational climate, the academic programs and campus life at Guilford College. In addition, it explains the degree requirements and academic regulations, describes the course offerings and lists the faculty and administrative staff. The college reserves the right to change any provision, offering, fee or requirement at any time to carry out the objectives and purposes of the college.

# A Guide to the Guilford College Catalog

Often students look at a college catalog only as a reference book, a place to look up rules, regulations, requirements. But the catalog can also be a guide for exploration if you learn how to browse through it and discover what the college offers.

In the Guilford College catalog, the section on Academic Programs will reveal your options of a major with a minor or related field, or a double major, or a joint major.

You will see a number of concentrations, from women's studies to computers, that cross over traditional academic departmental boundaries and can serve as minors.

You will also find opportunities to study in China, England, France, Japan, Mexico, West Germany or even the American West—as well as a semester in Washington, DC.

And you will find that you are required to take

at least two courses that are specifically designed to emphasize interdisciplinary learning—an introductory course your freshman year and a capstone course your senior year.

The profusion of options at Guilford, and the patterns of relationships among them, are based on a belief in the interdisciplinary nature of all knowledge, a belief that all aspects of study are interconnected.

At Guilford you will have the opportunity to make connections: to connect the past to the future, to connect tradition with innovation, to connect the emotional knowledge of the heart with the intellectual knowledge of the head.

This catalog can help you plot the best course for your four years at Guilford College and find direction for your future.

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## Statement of Purpose

Guilford College is an educational community which strives to integrate personal, intellectual, physical and spiritual growth through participation in several rich traditions.

These traditions include liberal arts education which values academic excellence and stresses the need in a free society for mature, broadly educated men and women; career development and community service which provide students, whatever their age or place in life, with knowledge and skills applicable to their chosen vocations; and Quakerism which places special emphasis on helping individuals to examine and strengthen their values. We believe that the wise and humane use of knowledge requires commitment to society as well as to self.

The Quaker heritage stresses spiritual receptivity, candor, integrity, compassion, tolerance, simplicity, equality and strong concern for social justice and world peace. Growing out of this heritage the college emphasizes educational values which are embodied in a strong and lasting tradition of co-education, a curriculum with intercultural and international dimensions, close individual relationships between students and faculty in the pursuit of knowledge, governance by consensus and a commitment to lifelong learning.

Guilford College expects each student to develop a broad understanding of our intellectual and social heritage, and at the same time to develop a special competence in one or more disciplines. Flexibility in the curriculum encourages each student to pursue a program of studies suited to per-

sonal needs, skills and aspirations.

While accepting many traditional educational goals and methods, the college also promotes innovative approaches to teaching and learning. Both students and faculty are encouraged to pursue high levels of scholarly research and creativity in all academic disciplines. Guilford particularly seeks to explore interdisciplinary and intercultural perspectives and to develop a capacity to reason effectively, to look beneath the surface of issues, to understand the presuppositions and implications of ideas, and to draw conclusions incisively, critically and with fairness to other points of view.

The college desires to have a "community of seekers," individuals dedicated to shared and corporate search as an important part of their lives. Such a community can come about only when there is diversity throughout the institution—a diversity of older and younger perspectives, a diversity of racial and cultural backgrounds, a diversity of beliefs and value orientations. Through experiencing such differing points of view, we seek to free ourselves from bias.

As a community, Guilford strives to address questions of moral responsibility, to explore issues which are deeply felt but difficult to articulate, and to support modes of personal fulfillment. The college seeks to cultivate respect for all individuals in an environment where considered convictions, purposes and aspirations can be carried forward.

*(Statement of Purpose adopted by the Guilford College Faculty and Board of Trustees, 1985)*



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## **Nondiscriminatory Policy**

*In its active commitment to building a diverse community, Guilford College rejects discrimination on the basis of race, color, religion, age, gender, handicap, sexual orientation or national or ethnic origin in admission, employment or access to programs and activities.*

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## INTRODUCTION

### What Distinguishes Guilford College?

*What distinguishes Guilford College? A beautiful campus? Outstanding academic programs? A spirited and zestful ethos? Support for each individual's integrity? Close faculty/student relationships? Strong recreational and athletic programs? Attention to personal and social values? Effective career and placement programs?*

Guilford has all of these. And they are integrated with balance and imagination.

Guilford is a Quaker liberal arts college. Founded in 1837, it is the third oldest coeducational college in the nation, yet one of the most forward looking.

The traditions of excellence in learning, value sensitivity, equality of opportunity, consensual governance and wholehearted community are complemented by new international programs, interdisciplinary studies, closely integrated liberal arts and preprofessional preparation, and innovative styles of teaching and learning.

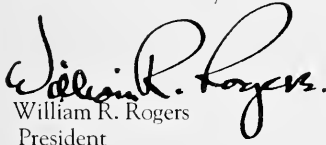
There are exceptional opportunities for undergraduate research, for use of computer facilities, for automated bibliographic searches and for leadership in wide-ranging student activities.

The decision to go to college, especially a private liberal arts college like Guilford, is very important. It is a decisive point at which you may, perhaps for the first time, make a choice that will shape the characteristics of your future life—ways of thinking rigorously and creatively; ways of understanding contemporary issues in historical perspective; knowledge and skills that prepare you for a successful career; personal friendships of a quality that will be enduring; styles of personal relaxation and reflection; deeper ways of enjoying the aesthetic aspects of culture; and modes of working through personal dilemmas with an understanding of values and commitments worthy of devotion.

All of this can be best accomplished at a college like Guilford: small enough to offer close and caring relationships, yet large enough to have the finest in faculty and academic facilities.

It is finally the quality and warmth of the people who are attracted to Guilford that give it distinction—people who have a seriousness of purpose and are also fun loving; people selected carefully to make optimal advantage of the opportunities of the college; people who care about the world around them.

We would welcome you into this community!

  
William R. Rogers  
President

## I. THE COLLEGE

Guilford College is a liberal arts and sciences institution with a reputation for excellence in teaching within an atmosphere of personal concern and respect for the individual.

Classes are small, with plentiful opportunities for students to pursue diverse interests through honors and independent study and to develop personal relationships with faculty members.

Guilford students live and attend classes on a wooded, 300-acre campus in a northwestern suburb of Greensboro, North Carolina.

Most college buildings, red brick with white columns, show a Georgian Colonial influence. An adjacent, undeveloped forest and a small lake in the valley beyond the field house contribute to the quiet, serene atmosphere of the campus.

### The Student Body

Guilford College students come from all across the United States and 24 foreign countries.

About 1,200 students are traditional-age undergraduates, with another 500 enrolled part-time or full time through the Center for Continuing Education.

About 51 percent of the residential student body is male; 49 percent, female. In general, residential students are between 18 and 22 years old, attend college full time, and live in college residence halls. About one third come from independent secondary schools and the rest from public high schools. All major religious denominations are represented.

Students enrolled through the Center for Continuing Education are 23 years of age or older. Many enter after having been out of school for several years and carry full-time employment responsibilities. Over half of the continuing education students study part-time to complete their degrees or to increase their professional competence; some already have bachelor's degrees and are either acquiring second degrees or working in areas of special interest for certificates of study. All continuing education students commute to campus and may attend classes during day or evening hours. (See Section V.)

Guilford College recognizes the special needs of and opportunities provided by college students with physical handicaps and/or learning disabilities. The college endeavors to develop, through the Office of the Academic Dean, an individualized learning plan for any such student upon request, if the request is supported by appropriate medical testimony. The plan may utilize, where called for, such adjustments of the normal instructional process as untimed exams, oral reports and exams, etc. The Academic Skills Center acts as a coordination and referral resource for these students. Normal nondis-

criminatory admission standards and processes govern the entrance of these, as of all, students to Guilford. Additionally, as is the case with all students, the policies on student promotions and prescribed graduation requirements apply.

## The Faculty

Guilford College has a faculty of 87 full-time members supplemented by a number of specially qualified lecturers and part-time instructors.

The Guilford faculty is highly competent professionally. Approximately 90 percent have received doctoral or equivalent terminal degrees from leading universities in diverse parts of the United States and some foreign countries.

A low student-faculty ratio of 14:1 offers students exceptional access to faculty for guidance in their studies, academic counseling and enriching personal associations.

Faculty members and students are often on a first-name basis, sharing professional and avocational interests both inside and outside the classroom and participating together in campus and community organizations and activities.

Perhaps most important for the student, the faculty is committed to undergraduate teaching and sees learning as a common venture with students into the vital questions of human life.

## Quaker Heritage

In 1837, Guilford College opened its doors as New Garden Boarding School founded by the Religious Society of Friends, known as Quakers.

In 1889 the academic program was greatly expanded, and the school was renamed Guilford College. Today, Quakers make up about six percent of Guilford's student body and approximately 25 percent of the faculty and administrative staff.

The purpose of the institution from the beginning was the training of responsible and enlightened leaders, both women and men. Its method was the liberal arts, viewed not as a static body of knowledge but as a stimulus to intellectual and spiritual growth. As the Board of Trustees declared in 1848:

*"By education we ought to understand whatever has a tendency to invigorate the intellect, to train the mind to thought and reflection, to mould aright the affections of the heart, and to confirm us in the practice of virtue."*

Quakerism has traditionally been a mode of life rooted in simplicity, regard for the individual, peace and social concern. It also has been a mode of inquiry, the search for truth by the individual sustained by the whole community of seekers.

The Friends tradition enriches the college's atmosphere of free inquiry. Liberal education requires an atmosphere of academic and personal

freedom, founded on intellectual and moral responsibility, and an atmosphere of academic and personal concern, a commitment to human values and human beings. The combination of these academic and personal qualities contributes to Guilford's uniqueness.

Through the years Guilford has remained true to the vision of its Quaker founders. It has not, however, been a static institution. It has continually sought new methods of challenging students, bringing them into contact with ideas and experiences that matter, and helping them eventually to arrive at their fullest potential, both as individuals and as members of society.

**Friends Center.** The Friends Center was established by the Board of Trustees in 1982 to support the bonds of the college with the Society of Friends. The center provides opportunities for education and information about Quakerism, as well as serving as a resource center for the southeastern United States.

An advisory committee, composed of representatives from the college and two North Carolina yearly meetings, works with the center's director to develop Quaker studies programs.

The center also brings nationally known Friends to campus through the Distinguished Quaker Visitor program and provides support to the student Quaker Concerns Group.

## THE COMMUNITY

A cluster of shops, restaurants, banks and medical offices has grown up across Friendly Avenue from the campus.

Across from another side of campus are New Garden Friends Meeting, Friendship Friends Meeting, and Friends Homes, a retirement community which provides highly skilled volunteers in several areas of college life as well as internships and employment for Guilford students. North Carolina Yearly Meeting Offices are nearby and serve the college community in various capacities.

On a third side is New Garden Friends School, which rounds out the multigenerational community surrounding Guilford and provides additional internship and research possibilities.

Tree-lined residential streets are within a five-minute walk in all directions.

## History

The Guilford College neighborhood is rich in history. It was first settled by Quakers from Pennsylvania, who came into "this majestic wilderness" about 1748, naming the place New Garden. (A fellow Quaker, John Woolman, hailed them as the "first Planters of Truth in the Province.")

Near campus, granite stones mark the graves of soldiers killed in the Battle of Guilford Courthouse,

one of the last important engagements of the Revolutionary War; the battleground, now a national military park, is four miles north.

Following discussions that began in the early 1800s, descendants of the first Quaker settlers used mud from a nearby stream to make bricks for this institution's first building, a combination of dormitory and classroom space, which opened its doors in 1837.

And during the mid-1800s, the years leading up to the Civil War, the New Garden community was a major stop on the Underground Railway helping slaves escape to freedom.

## The City

Greensboro, a prosperous, rapidly expanding city of approximately 210,000, has varied cultural, entertainment, service and religious offerings.

There are seven other colleges and universities within 25 miles at which Guilford students may take courses through consortium arrangements—Pennett, Elon, Greensboro, Guilford Technical Community and High Point colleges, and two branches of the state university—North Carolina Agricultural and Technical State University and the University of North Carolina at Greensboro. Lectures, concerts, symposia and films offered by these institutions are usually open to Guilford students.

The Eastern Music Festival, which celebrated its 29th anniversary in 1989, provides an exceptional July and August concert series with presentations on the Guilford campus by professional as well as student musicians.

## The Climate

The climate is mild and generally pleasant, making it possible to engage in outdoor sports during every month of the year. In the winter there is a great deal of sunshine; although there may be some snowfall, extremely cold weather is rare, and spring comes early, with flowering trees and shrubs from early March through June.

## Accessibility

Guilford College is easily accessible from the Piedmont Triad International Airport, three miles west; from Interstate 40, two miles south; or from Interstate 85, eight miles southeast. An Amtrak station in downtown Greensboro affords daily access to major cities throughout the Southeast.

The college is within a half day's drive of both the seacoast and the Great Smoky Mountains.

## LEARNING RESOURCES

Libraries and laboratories, classrooms and computers are necessary ingredients in the educational

process. Guilford students are urged to make full use of the abundant learning resources which the college provides.

## The Library

The **Hege Memorial Library** is a complex of facilities offering numerous services. Comprising 53,000 square feet of space in a modern and highly functional addition and 27,000 square feet of renovated area, the library combines Guilford's past with its future.

Constructed in four phases beginning with a matching grant of \$9,000 in 1908 from Andrew Carnegie of New York, the library has grown through time to become quantitatively and qualitatively one of the best private college libraries in the region. At a cost of \$5.4 million, the latest addition, completed in 1989, prepares Guilford for library growth well into the next century.

With a collection approaching the quarter million mark (227,000+ in 1989 with 10,000 items awaiting processing), the library complex provides study space for more than 400 users, a full set of library services, the Friends Historical Collection, the Friends Center, an Academic Skills Center, an Audio-Visual Media Center, the Poetry Center Southeast, and a seven-room art gallery. Within five years all library functions will be fully automated.

Numerous special and several endowed collections give the library a strength seldom encountered at an undergraduate institution. Of special note among these are collections in science fiction, poetry and simple living supported by Friends of the Library. Named endowed collections also exist in the areas of science, history, fine arts, women's studies, foreign languages and international Quaker studies.

**Friends Historical Collection.** The Friends Historical Collection, located in the **Hege Memorial Library**, is a comprehensive research collection on the Religious Society of Friends (Quakers) worldwide. The collection is used extensively by Guilford students and faculty, Friends, visiting scholars and genealogical researchers. At its core are more than 600 manuscript books of Carolina Quaker records dating from 1680. The collection also includes published books and periodicals, many of which are rare; manuscript collections of personal papers and correspondence; files; Quaker costumes and artifacts; student theses; the college archives; genealogical resources; and the Samuel and Miriam Levering Peace Studies Collection. Facilities include a display area, research room, open stacks, closed stacks for materials requiring special care, three small seminar and reading rooms, and three offices. The office of the Friends Center at Guilford Col-

lege is housed in the collection.

**Media Center.** The Media Center, which is also located in the **Hege Memorial Library**, provides audiovisual support to all campus departments for classes, meetings and student presentations.

During Media Center hours, individuals may view or listen to programs from the center's collection of materials. The center offers a wide array of media formats, including video, audio, slide/tape and 16 millimeter film. Production capabilities include photography, slide/tape, audio and video recording and editing, and cassette duplication. Satellite reception affords a wide variety of educational television programming.

## Classroom Buildings

The two main classroom buildings are **Duke Memorial Hall** and **King Hall**.

In addition to classrooms and offices, **Duke Memorial Hall** also houses the foreign languages laboratory. Film viewing and demonstration lectures for groups up to 100 can be accommodated in Duke Hall's C. Elmer Leak Audiovisual Center, with equipment for video projection of both computer graphics and video tapes on a large screen. The building was constructed in 1897 with contributions from James B. and Benjamin N. Duke in memory of their sister, Mary Elizabeth Duke Lyon.

**King Hall**, originally built in 1883, is the location for science laboratories, as well as general classroom and office space. It was named for Francis T. King of Baltimore, Maryland, a Quaker friend to the college.

Classes are also held in **Dana Auditorium**, **Founders** and **Hege-Cox** halls and the **Physical Education Center**.

## Science Laboratories

Each science department has continually updated laboratory facilities and equipment. Where feasible, resources are shared, such as the equipment for examining water quality, which has been used by the biology, chemistry and geology departments in studying local watersheds.

Science laboratories are open for evening as well as daytime use.

**Biology.** The biology department has five well-equipped laboratories (all renovated in 1987), a greenhouse and an animal and culture room. There are additional areas where students may carry on individual research. The Edgar V. Benbow Microbiology Laboratory is completely furnished with modern microbiological equipment. The Bailes Greenhouse, gift of E. C. Bailes in memory of Kathleen D. Bailes, provides opportunities for student and faculty research and also serves as a depository of typical vascular plants for observation and study. An herbarium is also available for plant study. The

physiology laboratory provides equipment for studies of animal and human functions. Individual and research microscopes, photographic equipment and field equipment provide useful tools for students in all courses. The department maintains a collection of specimens of bird species of North Carolina. The college woods and lake provide further "outdoor laboratories" for research and study.

**Chemistry.** The five laboratories of the chemistry department are equipped for experimental work at all levels. Through grants and gifts from industry, the Harvey A. Ljung Instrumentation Laboratory is being continually updated and extended.

The department is currently embarked on a major equipment acquisitions campaign. Recently purchased instruments include two gas chromatographs, a double beam UV-visible spectrophotometer, electrochemical equipment and computer interfacing capabilities.

**Geology.** Geology laboratories provide space for a complete geology program. They are equipped with rock saws and lapidary wheels for the preparation of specimens, polarizing microscopes, photomicrographic facilities, atomic absorption flame spectrophotometer, stream tables, portable magnetometer, gravimeter and a 12-channel portable seismic instrument. Additional field equipment for hydrologic, environmental and geologic studies are available for faculty and student use.

Excellent computer support for geophysical and geochemical studies is available. The department has a computer drafting station, including computer assisted drafting software, a digitizing pad and a six-pen plotter.

The college owns an extensive map, rock, mineral and fossil collection to which additions are made through purchase and field trips. The Frank L. and Ethel Watkins Crutchfield rock collection, focused on fluorescent minerals, was a 1978 gift to the laboratory.

Additional equipment, facilities and library collections are available through cooperative programs with the University of North Carolina at Chapel Hill.

**Physics.** A significant part of the learning experience in the physics department takes place in the laboratory. Physics department laboratories house an atomic absorption spectrophotometer, a precision high field magnet, lasers, a multi-channel analyzer, a Mössbauer spectrometer, modern nuclear counting gear, a holographic system, and an electronics laboratory designed for the use of integrated circuits for the construction of electronic devices. The E. Garness Purdom Physics Laboratory serves freshman physics students.

Equipment for observational astronomy includes even small telescopes of six-inch or greater aperture. One of these is an eight-inch Celestron equipped for visual spectroscopy and astrophotography. The college also shares the Tri-College observatory, which includes a research-grade 32-inch telescope. This observatory, completed in 1981, includes a microprocessor for counter-rotational movement, and TV as well as photo recording equipment.

**Psychology.** The psychology laboratory provides for study and research in both human and animal behavior. Equipment includes Skinner boxes for animal studies; apparatus for studying human sensory abilities, including depth perception, auditory acuity, visual discrimination and illusions; EEG, muscle and skin temperature biofeedback equipment; tests for individual and group assessment; and mazes and mirror-drawing.

Students and faculty work in the main laboratory or in individual research rooms, including a soundproof room, an electrically shielded room and line-way vision observation rooms.

### Academic Skills Center

The Academic Skills Center, located in Hege Memorial Library, is a resource for students who want to improve their basic skills in reading, writing and studying, or to review basic procedures in mathematics and science. Professional tutors help students plan individual programs for skills development. The Academic Skills Center offers:

- Workshops in areas such as writing, research techniques, time management, note taking;
- Conferences in which students and tutors plan strategies for specific assignments or for the improvement of basic skills;
- Computer and audio-visual programs for individually paced learning;
- Worksheets and books on academic skills which students may use independently or with the help of a tutor;
- A Student Tutoring Service through which students may arrange for peer tutoring in specific courses.

### Computer Center

The construction of an 18,000 square foot telecommunications center to be completed late in 1990 highlights the college's commitment to integrating state-of-the-art computer technology and regional and global information and research gathering capabilities into the liberal arts programming of the college.

The center will serve as a hub from which a fiber-optic network of buried voice, data and video transmission cables will link all academic facilities, the library and residence hall rooms with central

academic mainframe computers, cable broadcasting facilities and telephone. This means that students will have open access to a wide variety of educational, research and learning services from their own rooms and residence halls, including library research, computer center and media services linkages, electronic mail, international and satellite programming, electronic bulletin boards and word processing.

The college offers its students a significant variety of computer opportunities, providing students and faculty with powerful tools for research, statistical and mathematical analysis, simulation models, data processing and management training.

Introductory courses are offered in management of information systems and numerical analysis, and many courses include integrated computing instruction and training.

The college's central computer for academic programs, Digital's VAX 8250, is connected to a local network of more than 75 terminals and PCs, with more than 30 terminals currently available for student use. In addition, a microcomputer lab contains 20 IBM personal computers for student use.

The college also has two DEC PDP-11 systems, several VAX systems and 80 personal computers for faculty and administrative processing. A library circulation system is expected to be available on the network by 1991.

### Language Laboratory

The Price Language Laboratory contains 30 booths equipped with cassette recorders with which students may receive lessons from master tapes or work independently with tapes of their own. The laboratory is open each weekday as well as on certain nights for regularly scheduled groups and students who wish to work independently.

Students also may have language programs duplicated on cassettes through the Media Center in the library.

### Physical Education Center

All students are encouraged to participate in intercollegiate and intramural sports.

Numerous opportunities for physical development, recreation and athletic competition are provided through Guilford College's Physical Education Center, dedicated in 1980. The Center consists of the Ragan-Brown Field House, opened in 1980, and the renovated Alumni Gymnasium. The field house, named in honor of Herbert T. Ragan, Elizabeth H. Ragan, and Edwin P. and Dorothy H. Brown, has three basketball courts, soaring hyperbolic paraboloid ceilings, seating for up to 2,500 spectators, a swimming pool and separate diving tank, meeting rooms and offices, and convertible courts for tennis, badminton and vol-

leyball. The **Alumni Gymnasium**, built in 1940, contains physical education classrooms and offices for coaches and some faculty members. Near the Physical Education Center are eight tennis courts, as well as fields for baseball and softball, football, lacrosse and soccer.

In a unique, cooperative venture, the Guilford College Physical Education Center is a facility shared by the college and the Guilford College Community Y.M.C.A., and many Y.M.C.A. programs are open to Guilford students.

## Practicing, Performing and Meeting Space

**Charles A. Dana Auditorium**, completed in 1961, seats over 1,000 and is used for major musical and dramatic events as well as for lectures and conferences. The south wing houses music practice rooms and a large choir room for rehearsals and musicals. The Mary Pemberton Moon Room is suitable in size and arrangement for worship, informal lectures and monthly faculty meetings. Dana also hosts classes from a variety of disciplines and houses offices for the Education, Music and Religious Studies departments. In the summer, Dana is home to the Eastern Music Festival's Eastern Philharmonic Orchestra.

**Sternberger Auditorium**, adjacent to Founders Hall, seats approximately 400 and is equipped for stage productions, concerts, lectures, films and dances. This building was constructed in 1975 with a grant from the Sigmund Sternberger Foundation.

## Studios and Galleries

Studios for pottery, painting, sculpture and print-making may be found in **Hege-Cox Hall**, which also has gallery space for exhibits by staff and students, the art department offices and an outdoor kiln for firing pottery. Cox Hall was transformed into an arts and crafts center in 1977 through a gift from H. Curt and Patricia Shields Hege. Its original namesakes in 1912 were Jeremiah and Margaret Cox, superintendent and matron of New Garden Boarding School.

A gallery on the second floor of **Founders Hall** is also available for exhibits by students, faculty and visiting artists. Founders Hall, dating from 1836, was reconstructed in 1975 on the site of the first building of New Garden Boarding School.

Major new art exhibit areas are included in the **Hege Memorial Library**.

## CONSORTIUM ARRANGEMENTS

Guilford College students may supplement their course selections by cross-registering for courses at seven nearby colleges and universities under two

consortium arrangements. Students enrolled at Guilford may, with the registrar's approval, take fall and spring semester courses at the other consortium institutions for full credit and without additional registration. No additional charges beyond the payment of Guilford tuition are made unless the courses carry special fees. Cross-registration privileges assume courses are of a general nature acceptable to Guilford College and are not offered at Guilford during the selected term. Students must secure permission from the Academic Dean before registering at another institution for a term between the fall and spring semesters.

Library resources are shared by consortia members, and a free shuttle bus transports Guilford students between the campuses located in Greensboro. Insofar as possible, consortium calendars are synchronized.

## Piedmont Independent College Association (PICA)

In order to expand the number and variety of educational opportunities for students, Guilford College in 1968 joined Bennett College and Greensboro College to form a cooperative consortium, renamed in 1984 the Piedmont Independent College Association of North Carolina (PICA). PICA members participating in the cross-registration program include the three original institutions, all in Greensboro, and Elon College and High Point College, in neighboring towns. A sixth member of PICA is Salem College in Winston-Salem, North Carolina.

## Greater Greensboro Consortium

Guilford is also a member of the Greater Greensboro Consortium, which includes Bennett, Elon, Greensboro and High Point colleges, North Carolina A&T State University, the University of North Carolina at Greensboro and Guilford Technical Community College, all of which participate in the cross-registration program.

## ACCREDITATION AND AFFILIATION

Guilford College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools, an affiliate of the Council on Post-secondary Education. Guilford is on the list of colleges and universities approved by the American Medical Association, and the teacher education program is accredited by the North Carolina Department of Public Instruction. Credits earned at Guilford are accepted at face value in admission to graduate and professional schools and in certification of teaching.

Guilford College holds membership in a num-



of organizations formed by colleges and universities: the Association of American Colleges, the American Council on Education, the American Association of Higher Education, the National Association of Independent Colleges and Universities, the North Carolina Association of Independent Colleges and Universities, the Piedmont Independent College Association of North Carolina, the North Carolina Honors Association, the National Collegiate Honors Association, the Friends Association for Higher Education, The College Board, Southern University Conference, and North Carolina Association of Colleges and Universities.

## I. ACADEMIC PROGRAMS, REGULATIONS

As a liberal arts institution, Guilford College stresses breadth, rigor, personal growth and responsible choice in its academic programs.

As a Quaker college, Guilford offers an educational experience which emphasizes the study of human values and the interrelatedness of the world's knowledge and cultures.

In addition to specific required courses, the curriculum prescribes for all students a basic framework from which they choose courses designed to acquaint them with the best in the diverse cultural traditions of the world, to open to them the broad range of ideas and modes of experience represented in various disciplines, and to equip them to think independently, critically and creatively. Within this framework, students pursue studies in depth in a specialized major.

Guilford also encourages students to create individualized programs, selecting studies which will best contribute to their own development and their own interests. Faculty advisers are readily accessible to assist students in exploring their interests and abilities and in relating their courses of study to future plans.

Students with varied talents and aims may profit from different methods of instruction. Guilford deliberately offers a selection of educational experiences—courses combining lectures with discussion or laboratory and requiring papers and examinations; seminars demanding more direct participation by the student; and opportunities for independent study.

Off-campus learning experiences and foreign study are also encouraged, and students are assisted in designing internships in the community to relate work experiences to formal studies.

## REQUIRED LIBERAL ARTS COURSES

The emphasis in the Guilford College curriculum is on flexibility and choice, within a framework of

guidance and structure.

Core course requirements, described on subsequent pages, are divided into three categories: General Requirements, Area Requirements and Distribution Requirements.

The total picture of core requirements is in the format of a checklist. Each time students register, this checklist is used to help plan course selection, and students should work with advisers in consulting the checklist.

In particular, students who expect to study abroad in China, England, France, Germany, Japan or Mexico or who plan to spend a semester off campus in an internship program should look ahead carefully in planning to fulfill core requirements.

## General Courses Required for Graduation

All Guilford College students seeking the bachelor's degree must take Interdisciplinary Studies 101 and 401 and English 150 and 151.

**Interdisciplinary Studies.** Interdisciplinary Studies 101 and 401 are designed to demonstrate the interrelatedness of all knowledge. Students enroll in the first course in Interdisciplinary Studies (IDS 101) during the first semester of the freshman year. Transfer students above the freshman level are excused from the 101 course but not from the 401 course. Students enrolled through the Center for Continuing Education may substitute General Studies 101 (Adults in Transition) for IDS 101.

The Interdisciplinary Studies 101 course is taught in small discussion groups by professors from various departments who also serve as advisers to freshman students. Fictional and nonfictional readings are included in the curriculum, along with class discussion, off-campus visits, presentations by speakers from the community and group projects. Personal response to course material is required in several forms, for example, journal writing, artistic involvement, classroom presentations and analytical paper writing.

Interdisciplinary Studies 401, taken either of the final two semesters at Guilford, is a series of interdisciplinary courses designed to provide a capstone experience during which students, drawing upon the knowledge and skills gained from previous college work, explore issues which cross traditional disciplinary lines. Courses vary from semester to semester and frequently involve team teaching by professors from the disciplines involved.

Typical courses include The Psychology of Sports, Politics and Social Change, The History and Philosophy of Oriental Science, The Problem of Knowledge and Uncertainty, and Concepts of Time.

**English.** Freshmen take as their requirement in

English two courses conceived as an organic unity, English 150-151 (Composition and Literature I & II), unless their performance on the English Placement Essay and Usage Examination administered at registration demonstrates their need for a more basic course addressing grammar, punctuation, sentence and paragraph structure and the fundamentals of rhetoric. For these students, the English requirement is three rather than two courses; they enroll in English 110 (Fundamentals of College Writing) first semester, English 150 second semester and English 151 the first semester of the sophomore year.

The aim of the required composition and literature courses is to nurture the faculties of mind central to one's growth and continuing development in the liberal arts. The department's shared goals require that the student become capable of presenting an argument which defends a clear thesis of his/her own devising. This involves the use of appropriate evidence displayed in a logical structure of clearly connected paragraphs. In addition, the student should be able to read and interpret major works of literature with a deepening awareness of human questions and moral issues and with increasing sensitivity to the way language functions in nonliteral ways to create meaning. The fundamentals of usage which are taught in detail in English 110 are reviewed, when necessary, in English 150-151.

All students whose native language is not English take the English Placement Essay and Usage Examination and the Reading Test. If their scores indicate they will have difficulty in college reading and/ or writing, they may be required to take English 100 (English as a Second Language) in addition to English 110 (Fundamentals of College Writing) and English 106 (Developmental Reading). These may be taken simultaneously or sequentially, depending on individual needs. Although English 100 is a 2-credit course, it is considered equivalent to a full credit course for purposes of international student visa requirements.

## Area Requirements

In order to enrich the student's educational experiences and expand them beyond the limits of a specialized major, Guilford College requires one course in intercultural studies and foreign language study through the 102 or 110 level. Students may choose the intercultural studies course best suited to individual interests and needs from the group of approved classes. Study in a broad range of foreign languages is possible.

**Intercultural Studies.** One course in intercultural studies is required for every student. The

purpose of this requirement is to encourage students to expand their horizons beyond the American-European tradition to the cultures of Asia, Africa or Latin America. Intercultural courses examine the patterns of thought, religious and philosophical traditions, modes of artistic expression, political and social structures, economic systems and ways of life found in cultures other than our own. Normally, intercultural courses are open only to upperclassmen, although freshmen may enroll with the consent of the instructor. Seniors are advised to take upper division (300-400 level) courses. Courses in intercultural studies may be taken in the student's major field but may not count for both the major and the intercultural requirement.

**Foreign Languages.** The focus of the language program is on language as a key to international and intercultural understanding. Guilford offers courses in French, German, Greek, Japanese, Latin, and Spanish. The foreign language requirement may be fulfilled by completing either a 102 or 110 course. A foreign language proficiency test is required of all freshmen upon registration. Scores on this test indicate placement in either 101, 110 or 102 for German, Greek, Latin, or Japanese, or exemption from further language study. Students placing into 101 must take both 101 and 102. Candidates for the Bachelor of Administrative Science (limited to continuing education students) in accounting, justice and policy studies, or management are not required to take a foreign language.

## Distribution Requirements

Guilford College requires of its graduates an acquaintance with the broad divisions of knowledge recognized as integral to the liberal arts: one course in history, one course in the creative arts and two courses in each of three areas—the humanities, science/mathematics and the social sciences. A wide selection of courses is available. Not every course listed in departmental offerings, however, satisfies the distribution requirements.

**History.** One course in history to provide a broad cultural, political, social and religious context for other studies.

**Creative Arts.** One course in art, comparative arts, creative writing, music or drama.

**Humanities.** Two courses, each in a different area, selected from philosophy, religious studies or literature (English literature, literature in a foreign language, or literature in translation, including the classics).

**Science/Mathematics.** One science course with laboratory and either a second science course, with or without a laboratory, or a designated mathematics course. Bachelor of Administrative Science degree candidates may satisfy the science requirement with any two science or mathematics courses.

**Social Sciences.** Two courses, each in a different department, selected from economics, political science, psychology or sociology/anthropology. Justice and Policy Studies 101 also counts toward the social science requirement.

See **Required Liberal Arts Courses**, pages 10-11, Table 1.

## THE MAJOR

In addition to completing the general, area and distribution courses required by Guilford College, each student selects a major field of specialization at the end of the fourth semester.

Guilford offers majors in 29 academic disciplines. In addition, students may pursue options outlined below, including an interdepartmental major, joint or double majors. All courses required for the major must be passed with a C or better.

### Departmental Majors

A student selecting a departmental major completes at least eight courses (32 credits) in that field specified by the department.

Majors in some specialized fields (such as art, music and education) require more than the minimum eight courses. Candidates for the Bachelor of Administrative Science degree in management complete 10 courses.

Degree programs in accounting, chemistry, biology, justice and policy studies, management, physics, psychology and sociology/anthropology may be completed entirely through either daytime or evening classes.

### Interdepartmental Majors

Guilford College offers an interdisciplinary major entitled Humanistic Studies. Intended for mature students whose interests extend outside traditional departmental lines, the humanistic studies major allows students to define their own fields of concentration and to build coherent programs suited to their personal needs and career plans. The program may draw upon the total resources of the college, including departmental offerings, independent study and off-campus experiences. The student is responsible for developing an integrated concentration which culminates in a substantial project during the final year.

Interested students are encouraged to talk with the chairperson of the Humanistic Studies Council. The council, consisting of three faculty mem-

bers and the Academic Dean, admits students to the major, advises them and approves individual programs.

Although students may declare themselves humanistic studies majors as early as their freshman year, they make formal application for admission to the program in the fall of their junior year. The written application must present a rationale for the proposed humanistic studies major; a coherent program of study made up of 12 courses and/or independent studies taken or proposed, including at least four courses on the junior or senior level; a tentative plan for the project culminating the program; and the name of the faculty member willing to sponsor the latter. If a student does not fulfill the terms of the approved proposal, program of study or plan for the culminating project, that student's eligibility to graduate as a humanistic studies major may be revoked. Some recent projects include Humanistic Psychology and the Scientific Revolution, Women as Artists in the Nineteenth Century, and Ethical Considerations of the Use of Power.

### Double Majors

A student who, with the consent of an adviser, undertakes to complete a double major, i.e., a major in two different departments or curricular areas, will normally complete all requirements for each of the majors chosen. Each of the major fields may be used as the minor for the other major. If the majors offer different degrees (B.A.S., A.B., B.S., B.F.A.), only one degree may be received, with the student to select the degree desired. Both majors will be listed at the top of the student's permanent record. If a student returns to Guilford College following graduation to complete a second major, the designation of the original major will not be changed at the top of the permanent record, but a notation will be made that the requirements for the second major have been met.

### Joint Majors

A student may choose to petition for a "joint major" in two departments, involving a waiver of the 32-credit requirement for a major, subject to the following limitations:

- The total number of credits earned for the combination of the two majors cannot be less than 56 and for either one of the majors cannot be less than 24;
- Both departments involved in the joint major must approve of the joint major, and either department may prescribe any or all courses which must be completed satisfactorily;
- The Academic Dean must approve the joint major.

Any student wishing a joint major with less

Table 1

Required Liberal Arts Courses

Interdisciplinary - 2 Courses

IDS  
101  
401

English - 2 Courses

ENG  
150  
151

Intercultural - 1 Course

ART	ECON	EDUC	HIS	MGMT	REL	SO/AN	SPAN
320	336	305	160	360	105	321	316
			241		203	353	318
			242		204	358	322
			264		205		422
			362		325		446
			383				
			384				
			385				
			386				

Foreign Language - 1 Course

FREN	GER	GRK	JAP	LAT	SPAN
102	102	102	102	102	102
110					110

Creative Arts - 1 Course

ART	ENG	G ST	MUS	THEA
100	211	321	101	150
101	212	322	111	205
102	321		115	220
104	322			261
248				
270				
271				
320				
372				
373				

### History - 1 Course

CLAS	HIS	REL
230	101	215
	102	
	103	
	104	
	150	

### Humanities - 2 Courses

(1 course from two of the three areas)

Literature				Philosophy			Religious Studies		
CLAS	ENG	FREN	GER	SPAN	THEA	PHIL	REL	REL	REL
301	221	311	321	316	281	100	100	210	310
302	222	312	401	318	282	111	101	215	325
	225	401	402	321	300	201	102	216	330
	226	402		332	301	202	103	220	335
	255	403		422	308	221	104	222	337
	281	404		431		246	105	233	351
	282			432		247	203	300	422
	308			446		275	204		440
	310	G ST				276	205		445
344	101					336			

### Sciences - 2 Courses

SUBDIVISION I  
(1 laboratory science course)

SUBDIVISION II  
(1 nonlaboratory science course  
or a 2nd course from Subdivision I)

BIO	CHEM	GEOL	PHY	BIO	CHEM	GEOL	MATH	MATH	PHY
114	111	121	101	209	220	105	+103	121	106
115	112	122	108	210	335	111	+104	122	107
245		240	121	211		131	110	123	
			122	212		141	112	131	
			202			160	113	225	
			211			170			
			212			180			
						235			

### Social Sciences - 2 Courses

(Each from a different department)

ECON	ED	JPS	PS	PSY	SO/AN
221	391	101	101	200	101
222		313	102	224	102
			201	232	103
			203		

+For Elementary Education Studies majors only

than 32 credits in one or both of the majors should submit a petition to each of the departments involved at least a year in advance of the intended graduation date; the petition approved by both of the departments involved, listing any prescribed courses, is then forwarded to the Academic Dean for approval.

Joint majors are envisioned as being of two types. 1) In some cases two closely related departments, such as math and physics, may wish to consider courses within each other's curriculum as being appropriate for both majors. Or a student wishing a major in justice and policy studies and in sociology/anthropology might petition for a joint major utilizing the course in Juvenile Delinquency for both. 2) Students may, with the advice and consent of two departments, wish to focus upon two very different areas during their careers at Guilford—perhaps one of the traditional arts and sciences and one of the preprofessional fields. Such a student might petition for a joint major, for example, in art and management.

## THE MINOR

In addition to the eight courses for a major, four additional courses are required in a minor field for any student seeking a Bachelor of Arts or a Bachelor of Science degree. These courses may be chosen from other major fields or from a number of special interdisciplinary concentrations (see Chapter VII) designed to enrich the student's educational program or to widen employment opportunities.

Some departments specify minor courses or a cluster of related courses. In other departments, students plan a minor at the same time the major itself is planned with an adviser, to ensure coherence between major and minor courses and post-college plans. Such planning should normally occur no later than the end of the fourth semester of college study or, for part-time or continuing education students, before completion of 32 credits. Junior transfers should do this planning on or shortly after entering Guilford.

The Bachelor of Administrative Science degree in accounting or management requires six courses in the related subject field; in justice and policy studies, four courses.

## CONCENTRATIONS

Guilford College offers interdisciplinary concentrations in African-American Studies, Classics, Communications, the Computer, Democratic Management, Environmental Studies, the History and Philosophy of Science, Intercultural Studies, Medieval Studies, Peace and Conflict and Women's Studies.

These may serve as minors, enhance opportunities for employment and provide coherence to the

fulfilling of distribution requirements. New concentrations are proposed when an interest is generated among students and faculty. (See Chapter VII for additional information on concentrations.)

## ELECTIVES

After completion of the major and the minor as well as other required courses, the number of electives available to students depends upon advanced placement in foreign languages and ability to "test out" of other required courses. Electives may be taken in any department or field to enrich or supplement the student's major interests.

## GRADUATION REQUIREMENTS

For the baccalaureate degree, the student is required to complete 32 courses (128 credits, equal to 128 semester hours) of academic work with at least a C (2.00) average. Students taking academic courses on a pass/fail basis will qualify for graduation if they maintain a C average in their regularly graded courses and pass those graded "P/F."

An alternate route to the four-year degree is the "C accumulation plan"—the completion of 128 credits with grades of C or better, with at least 64 credits being earned at Guilford. In this case a specific grade point average is not required. While this route to graduation is more lengthy, it does enable a consistent C student to overcome one semester of poor work. Students who choose this route to graduation will have all grades recorded on their transcripts, but only grades of C or better will count toward graduation.

A minimum of two semesters of full-time study at Guilford College is a prerequisite for graduation. Degree candidates are expected to be enrolled at the college during their last semester of study and to complete at least half their major courses at Guilford or one of the consortium institutions.

Students anticipating graduation must file their applications for degree candidacy in the Registrar's Office at least one semester before the anticipated date of graduation.

See Usual Requirements for Graduation, page 13, Table 2.

## DEGREES OFFERED

Guilford College offers a variety of baccalaureate degrees. The Bachelor of Arts degree may be awarded in any of 20 major fields; the Bachelor of Science, in 14; the Bachelor of Fine Arts, in one. The Bachelor of Administrative Science may be awarded in three major fields.

A student majoring in chemistry or mathematics is awarded a Bachelor of Science degree unless a Bachelor of Arts is requested. A student majoring in geology, political science, or sociology/anthropology may plan a program leading to either a

Table 2 Usual Requirements for Graduation

Interdisciplinary Studies 101	4	Laboratory Science	4
Interdisciplinary Studies 401	4	Nonlaboratory Science/Mathematics	4
English 150, 151	8	Social Science (2 disciplines)	8
Intercultural Studies	4	Major	32
Foreign Language	4	Minor	16
Creative Arts	4	Electives	24
History	4		
Humanities (2 disciplines)		Total	128
Literature/Philosophy/Religious Studies	8		

Table 3 Degrees Offered

Majors	Degrees		
Accounting**		B.S.	B.A.S.
Art	A.B.		B.F.A.
Biology		B.S.	
Chemistry**	A.B.	B.S.	
Economics	A.B.		
Elementary Education Studies	A.B.		
English	A.B.		
French	A.B.		
Geology**	A.B.	B.S.	
German	A.B.		
German Area Studies	A.B.		
History	A.B.		
Humanistic Studies	A.B.		
Justice & Policy Studies**		B.S.	B.A.S.
Management**		B.S.	B.A.S.
Mathematics	A.B.	B.S.	
Music*	A.B.		
Philosophy	A.B.		
Physical Education		B.S.	
Physics**		B.S.	
Political Science	A.B.	B.S.	
Psychology**		B.S.	
Religious Studies	A.B.		
Secondary Education Studies	A.B.		
Sociology/Anthropology**	A.B.	B.S.	
Spanish	A.B.		
Sport Management		B.S.	
Sports Medicine		B.S.	
Theatre Studies	A.B.		

\* Denotes cooperative consortium program. (Majors offered by consortium colleges in areas other than those in which cooperative programs have been developed are available to Guilford College students only with specific approval of the Guilford College faculty. )

\*\* Denotes degree programs which may be completed entirely through either day or evening classes.  
NOTE: B.A.S. degree available to continuing education students only.

Bachelor of Arts or a Bachelor of Science degree. An art major may pursue either a Bachelor of Arts or a Bachelor of Fine Arts.

The Bachelor of Administrative Science degree in accounting, justice and policy studies, or management is offered to Center for Continuing Education students only. (The Bachelor of Science degree is available in these three fields for all students.)

See Chart of Degrees Offered page 13, Table 3.

## COOPERATIVE OR DUAL-DEGREE PROGRAMS

Cooperative programs are those in which students take a portion of their undergraduate work (usually three years) at Guilford, completing an additional one to two years at the cooperating institution. At the end of the specified period of time, the student receives a baccalaureate degree from Guilford College and a more specialized professional certificate or degree from the second school.

Admission to Guilford does not automatically qualify students for admission to a cooperative program. Students must apply to the schools sponsoring programs which interest them, and their admission is the prerogative of those schools.

### Engineering

A dual-degree program has been arranged by Guilford College in cooperation with the Engineering College of Georgia Institute of Technology in which a student in the program completes three academic years at Guilford and two years at Georgia Tech. After satisfying the academic requirements of the two cooperating institutions, the student receives a baccalaureate degree in physics or chemistry from Guilford as well as a bachelor's degree in engineering from Georgia Tech. Qualified students may arrange to enter the master's degree program in engineering. Since requirements for this program are very specific, interested students should consult with the director of the program immediately upon beginning their college careers.

**Director:** Rexford Adelberger

### Forestry and Environmental Studies

The college offers a cooperative program with Duke University leading to graduate study in natural resources and the environment. The program accepts students after three years of undergraduate study or upon completion of the baccalaureate degree; however, experience indicates that the program is best suited to students who have earned B.S. or A.B. degrees.

With appropriate guidance, highly qualified students can reach a satisfactory level of prepara-

tion for graduate work at the Duke School of Forestry and Environmental Studies in three years of coordinated undergraduate study. The student must fulfill all the general requirements by the end of the junior year at Guilford. At the end of two full-time semesters at Duke, the student will have completed the undergraduate degree requirements and the B.S. or A.B. degree will be awarded by Guilford College. After four semesters at Duke, in which a minimum of 60 credits is earned, the student may receive one of the professional degrees: the Master of Forestry or the Master of Environmental Management, from Duke.

The cooperative program does not guarantee admission to Duke. Students who wish to enter the School of Forestry and Environmental Studies after the junior year should apply for admission early in the first semester of the third year of study. Other students should complete applications by February 15 preceding the academic year in which they desire to begin study at Duke. All entering students are required to attend a five-week introductory summer course in natural resource analysis.

The major program emphases at Duke are Natural Resources Science/Ecology; Natural Resource Systems Science; and Natural Resources Economics/Policy. Individual plans of study and research are tailored within these areas of concentration.

An undergraduate major in one of the natural or social sciences, engineering, business, natural resources or environmental science is good preparation for study at Duke, but applicants with other undergraduate concentrations are considered for admission. All prospective students should have at least one year each in biology, mathematics and economics.

**Director:** William Fulcher

### Medical Technology

Through an affiliation with the Bowman Gray School of Medicine at Wake Forest University in Winston-Salem, North Carolina, a student may complete three academic years at Guilford and one calendar year of work in the medical technology program at Bowman Gray to receive a certificate in medical technology from the School of Medicine and a baccalaureate degree from Guilford College. Usually students entering this program major in biology. Since this program is rigorous, interested students need to plan their courses of study very carefully in consultation with the coordinator of the program.

**Director:** Charles Smith

### Physician Assistant

A cooperative program with Bowman Gray School of Medicine at Wake Forest University in Win-



in Salem, North Carolina, allows a student to complete three academic years at Guilford and then, if accepted, to enroll at Bowman Gray School of Medicine in a 24-month training program in clinical and specialty areas. Upon successful completion of the program at Bowman Gray, the student receives a baccalaureate degree from Guilford College and a physician assistant certificate from Bowman Gray School of Medicine.

**Director:** Charles Smith

## REPROFESSIONAL OPTIONS

### Pre-Medicine, Pre-Dentistry

Students interested in careers in medicine, dentistry, podiatry, osteopathy, chiropractic, pharmacy or optometry receive the prerequisites at Guilford for professional school admission. A health professions adviser provides detailed information on various careers, as well as on professional school admission requirements, application procedures and special programs for minority students. Also available are application materials, financial aid information and study materials for entrance examinations (such as MCAT and DAT).

The adviser assists the student in planning an individualized program of study which, for most career fields, includes at least one year each of biology, inorganic chemistry, organic chemistry, mathematics and physics. Pre-medicine and other pre-health students may major in the fields of their choice while obtaining specialized courses needed for graduate study.

**Adviser:** Frank Keegan

### Pre-Veterinary Medicine

Students receive solid preparation at Guilford College for admission to a school of veterinary medicine. To complete prerequisites for application, students usually major in biology. Some veterinary schools also require a course in animal science, which Guilford students can take at North Carolina A&T State University through consortium arrangements.

**Adviser:** Lynn Moseley

### Pre-Law

Students planning to attend law school are urged to contact the pre-law advisers and to participate fully in the activities of the Websterian Prelaw Society.

There is no prescribed or preferred major for pre-law students; law schools seek students who have demonstrated mastery of their chosen fields of study. Pre-law students are urged, however, to include foreign languages and the basics of accounting among their undergraduate courses. Many law schools require solid performance on the Law School

Admission Test and a 3.00 or higher quality point average.

The Websterian Prelaw Society provides practice LSATs, regular bimonthly meetings, visits to nearby law schools and hosts an annual dinner. Internships at local agencies and law firms are coordinated by the pre-law advisers.

**Advisers:** William Carroll and Alexander Stoesen

## Pre-Ministerial

The department of religious studies offers preparation which may lead to a career in the ministry or religious education. A broad range of courses, preparing the student to enter theological school directly upon graduation, includes History of Christianity, Hebrew Bible and New Testament, Contemporary Theology and Religious Problems, Quakerism, and Western and Eastern Ethics. Studies in comparative religions are offered regularly.

**Adviser:** Melvin Keiser

## POST-PROFESSIONAL PROGRAM

### Anesthesia Nurses

Guilford College offers an opportunity for students who have completed a program in anesthesia for nurses at a medical center to obtain a Bachelor of Science degree in biology. The cooperative program assists anesthesia specialists in advancing their professional stature with minimum duplication of academic courses and within the framework of a liberal arts education.

Upon request, past studies will be evaluated and a degree completion program will be planned for interested applicants.

**Adviser:** William Fulcher

## CPA PREPARATION

The baccalaureate degree program in accounting is designed to provide a solid foundation for students who plan to enter the professional practice of accounting and secure, through state examination, the status of Certified Public Accountant.

## SPECIAL STUDY OPPORTUNITIES

Guilford College offers numerous "special study" opportunities, including the honors program, internships, independent study, off-campus seminars, study abroad and summer school.

## Honors Program

The Guilford College honors program provides a sequence of classes and independent study options for students seeking intellectually invigorating challenges.

Students choose from team-taught, co-disciplinary courses and departmental offerings and undertake a thesis or project in the senior year under the supervision of a faculty member. This independent study is complemented by an honors senior seminar. Most honors courses meet graduation requirements which would otherwise be met through regular classes.

Open to students majoring in all departments of the college, the honors program promotes intellectual depth in at least six courses during a student's academic career, beginning in the freshman year.

Honors courses are small and usually taught as discussion-style seminars, allowing intensive learning in a close and supportive instructional relationship.

In addition to class work and independent study, students in the honors program are invited to participate in social, cultural and educational events, such as dinners with faculty members, informal forums and discussions with other honors students and faculty, receptions with distinguished visitors and honors lectures.

Guilford College, a founding member of the North Carolina Honors Association, participates in the National Collegiate Honors Council and the Southern Regional Honors Council. Students, faculty and administrators from the college attend the conferences of all three organizations.

**Curriculum.** Completion of the honors program requires 22 credits of honors work, including an honors thesis or project, a team-taught, co-disciplinary honors course, and a 2-credit honors senior seminar. An honors student must also accumulate a 3.00 or higher grade point average for all course work.

**Admission and Honors Scholarships.** Students are admitted to the honors program as entering freshmen. Invitations are based on standardized test scores, high school achievement, recommendations and a spring Honors Interview Day, when prospective honors students meet with faculty and current students to discuss the program.

Guilford has allocated substantial funds for honors scholarships, which are awarded without regard to financial need and are currently held by two-thirds of students in the program.

Some upperclass students are invited to join the honors program based on their outstanding academic achievements after entering Guilford. For further information, contact the director, Dr. Lynn Moseley, Biology Department.

### Special Topics Courses

Under the 250 and 450 designations, most departments offer upper level courses exploring topics

selected according to special interests and capabilities of groups of students and instructors. These courses may take an interdisciplinary approach and may be taught by faculty members from different departments working together as a team. Recent examples include Science and Religion, the Psychology of Politics, Modern Poetry and Religion and the Sociology of Medicine and Health.

Special topics courses are not scheduled on a regular basis, but as student interest warrants or department desires to make them available. Courses on the same topic are normally not given more than twice.

### Independent Study

Departments of the college offer independent study opportunities under the 260 and 460 course numbers. The success of such independent work depends in large measure on the student's initiative in shaping the terms of the investigation and reliability in carrying out commitments. Therefore, a proposal describing the project must be approved by the supervising instructor and the chairperson of the relevant department. This proposal must set forth the subject, scope, method and materials to be used during the project. It also must indicate the evaluation procedures agreed upon by the student and the supervisor. When both the instructor and the chairperson have indicated their approval by signing the proposal, the student should take two copies of the latter to the Office of the Registrar.

The instructor agreeing to supervise an independent study is expected to be available for consultation while the project continues. No student may enroll for more than two independent studies or more than 8 credits of such work in a single semester. Independent studies normally carry from 1 to 4 credits.

### Senior Thesis

A written senior thesis may be undertaken as a separate project or as the culmination of a program of independent study. The format of the paper is determined by the major department, and the thesis should represent both serious research and independent thought.

### Departmental Honors Work

For seniors with a 3.50 average in their major, some departments offer an honors option consisting of extensive reading, independent study and perhaps a research paper. The study is usually evaluated in an oral examination conducted by three members of the faculty and a visiting examiner and is open to all persons wishing to attend. Students successfully completing this program are awarded departmental honors at graduation.

## Internships

Internships, designated by the course number 290 in the curriculum and carrying 4 credits, offer a variety of unique learning experiences for students by providing them with part-time involvement in public and private agencies while they are enrolled in regular on-campus classes. The opportunity is open to sophomore, junior or senior students who have cumulative averages of at least 2.50. Guidance information is available through the Office of the Director of Internships and Service Learning. Applications for an internship must be processed and approved prior to preregistration for the semester in which the internship is to be undertaken. A maximum of 12 credits obtained through internships is applicable to degree requirements.

## Overseas and Off-Campus Education

Students may supplement their learning experience at Guilford College through a wide variety of off-campus programs, either in the United States or abroad. In these, the scholarship of the classroom is enriched by experiences in the realities of the world beyond the campus.

There are five major types of off-campus education available to Guilford students:

**Off-Campus Seminars.** Fall, Spring and Summer break programs are planned, under faculty leadership, for locations where learning resources are abundantly available. For example, in New York, art, drama and urban problems may be studied; in Washington, national government; in Florida, marine science; on the coast and in the mountains of North Carolina, ecology and geology; and in the South, black experience and culture. One credit is granted for each seminar. Housing assistance is provided by the college, and a minimal charge to the student covers meals and travel.

A 14-week geology course, Caribbean Seminar, travels to Puerto Rico over spring break as a part of the laboratory for the course. Seminar West, a 5-week camping experience to the Rocky Mountains, is given in alternate years and satisfies the laboratory science requirement.

**Washington, DC, Semester.** Any Guilford student with sophomore, junior or senior status and a cumulative average of at least 2.50 is eligible to spend a semester in Washington, DC, under the auspices of The Washington Center. An internship and a seminar provide a total of 12 credits; the student participates in the choice of options. Housing is provided. Information and application materials are available through the Office of Internships and Service Learning.

**Semesters Abroad.** Guilford has Semester Abroad

programs in London, Paris, Munich, Guadalajara and Beijing, each offering up to 18 credits. Courses are taught by faculty selected from the country of residence and a course is offered by the faculty leader who accompanies the students. Each program seeks a balance between formal academic study and the opportunity for extensive contact with life in a different culture. Cost is only slightly higher than the cost for a semester on the Guilford campus; and financial aid, with the exception of college work-study, is available.

**Year in Japan.** A year-long program is offered in Japan. Students may enroll at International Christian University, Mitaka, Tokyo, where they live and take meals and classes with Japanese students. Full academic credit is available through the wide selection of courses taught in English at the university, though participants are expected to study Japanese as well. A year of language preparation is encouraged. The Year in Japan is designed to augment Guilford's Intercultural Studies concentration. Basic cost is expected to remain about the same as a year at Guilford plus airfare.

**Summer School or Semesters at Other American or European Institutions.** Guilford students with cumulative 2.00 averages may attend summer school at other accredited colleges and universities. Only course credit, not grade points, can be transferred to Guilford; therefore students with academic deficiencies should attend summer school at Guilford College. Courses must be passed with grades of C or better if they are to apply to Guilford's degree. Before attending summer school at other institutions, students should have their courses approved by their advisers and obtain a letter from the Registrar certifying their good standing. Juniors and seniors must attend four-year institutions.

Guilford encourages its students to study for a semester or a year at other American institutions or in a European university when such programs are consistent with the student's educational goals and interests. Procedures to be followed are the same as those required for summer school attendance at other institutions.

## Summer School at Guilford

Guilford College provides a summer school of two five-week day sessions and a 10-week evening session. For the most part, courses are taught by Guilford College faculty.

Any Guilford College student who wishes to use grades and credits from summer school, here or elsewhere, to apply for readmission or early revocation of suspension or probation is required to petition the Academic Dean before the session of summer school begins.

## Pass/Fail Option

To encourage students to broaden their course selections after the freshman year, the college offers students the opportunity to elect one course each semester on a pass/fail basis. Students electing pass/fail grading during the first week of the term and subsequently meeting all the normal requirements of the course at the C level or above will be awarded credit for the course with a grade of CR (credit). Unsatisfactory progress will be indicated with a mark of NC (no credit). Neither grade will affect the student's grade point average.

To elect pass/fail grading for a regularly graded course, the student must secure the consent of the instructor and file an election card with the Registrar by the last calendar day to add courses, which is generally the first week of classes. Students who decide to adopt this option will not be allowed to change their registration. The pass/fail options may not be used in courses required in the student's major field, nor in any other required course, nor by freshmen. Veteran benefits are not available for courses taken on a pass/fail basis.

A few Guilford courses, as indicated in the catalog, are exclusively graded pass/fail.

## The Certificate of Study Program

This program consists of four to seven courses in a clearly defined sequence. It is designed for the person who seeks an organized and well-planned learning program but does not wish to embark upon a complete bachelor's degree program; or the person who has completed undergraduate studies in one area, who does not wish to pursue a graduate degree, but who does seek to develop one or more strong additional areas of expertise.

Certificates of study can be arranged on an individual basis in most departments and are formalized in the following areas:

Accounting	Economics
Art	Elementary Education
Chemistry	Justice Management
Classics	Management
Communications	Psychology
Creative Writing	Sport Studies
Criminal Law	

## English Language Studies for International Students: Interlink

Interlink Language Center, an independent center affiliated with Guilford College, provides intensive English as a second language and cultural orientation for qualified international students and professionals preparing for study and work in the United States. The curriculum focuses on reading, writing, grammar, listening, conversation, pronunciation

and study skills; the program, in general, emphasizes orientation to academic and social life in the United States.

Admission to the program is open to adults who have completed secondary school in good standing and are able to meet educational and living expenses. For further information write to Director Interlink Language Center, Guilford College, 5800 West Friendly Avenue, Greensboro, North Carolina 27410.

## THE HONOR CODE

In academic affairs Guilford College operates according to an honor system, symbolized by the honor pledge inscribed by students at the end of written work submitted for credit: "I have been honest and have observed no dishonesty."

It is assumed that all members of the college community will respect the principles of honesty and mutual trust embodied in the honor code. Individual students are responsible for preparing their own written work in every class unless specifically permitted by the instructor to combine effort on an assigned project. They are expected to understand the meaning of plagiarism and to avoid all suspicion of plagiarism in papers prepared outside of class. Furthermore, students are expected neither to sanction nor tolerate violation of the honor code by others.

Faculty members or students suspecting that a student has not been honest in academic work and having evidence to support this suspicion refer the case to the Academic Honor Board for consideration. As with all judicial matters, the rights of the suspected student will be protected.

## SCHOLASTIC HONORS

### Dean's List

The Dean's List, published at the end of each semester, consists of the names of students who carried at least 8 credits of academic work in the previous semester and earned a 3.50 average.

### Student College Marshals

At the regular faculty meeting in February, the faculty elects 12 members of the sophomore class to serve as college marshals. All members of the class with a 3.00 average are eligible. The marshals serve at commencement and public functions for the following year. The student receiving the highest number of votes is designated chief marshal.

### Dana Scholars

Dana Scholars are selected from the rising sophomore, junior and senior classes on the basis of character, scholarship and leadership. The scholarship may be renewed if the student maintains a 3.25

verage, continues leadership activities and is re-nominated for the scholarship.

### Scholarship Society

The Guilford College Scholarship Society was organized in 1937, the centennial year of the college, to encourage and recognize high academic achievement. Students with cumulative grade point averages of 3.50 are eligible for election upon passing 60 credits of academic work at Guilford College.

### Graduating Honors

Honors are awarded graduating seniors who have attained a quality point average of 3.50. High Honors are awarded seniors who have attained an average of 3.70.

### Academic Regulations

Academic regulations are subject to change. In general, students may graduate according to the academic regulations stated in the catalog at the time of their entrance. It is the responsibility of students, aided by their advisers, to familiarize themselves with academic regulations and to plan courses of study that will meet all departmental and college requirements.

## REGISTRATION PROCEDURES

Freshman, transfer and returning students register in late August during their orientation program. Current students preregister for the fall semester during April and preregister for the spring semester during November. All students are expected to claim their preregistration schedules during the official registration day at the beginning of each semester.

Freshman students select their courses in conjunction with an appointed adviser. Beginning with the sophomore year, students register with an adviser from their major department if they have chosen a major. A special group of "sophomore advisers" is available for those students not yet prepared to declare a major. To change from one adviser to another or from one major to another, a student should see the chairperson of the newly selected major department or of the department in which the new adviser serves. In either case a change of adviser form should be completed by the new adviser and delivered by the student to the Registrar.

During preregistration or registration for the fall and spring semesters, Guilford College students also may enroll in appropriate liberal arts courses at Bennett College, Elon College, Greensboro College, High Point College, North Carolina Agricultural and Technical State University, the University of North Carolina at Greensboro and Guilford

Technical Community College, provided the selected courses are not offered at Guilford and enrollment is not filled by the institution's own students. Full credit will be granted and grades and quality points will be transferred.

### Changes in Registration: Withdrawal from Courses

Once registered, the student is responsible for all listed courses and may change registration only by delivering to the Registrar's Office a drop-add slip bearing the signatures of the academic adviser and the instructors of the courses dropped and/or added. Students may add new courses to their schedules during the first week of classes with the adviser's written approval. They may drop courses with a grade of W up to six weeks before the last day of classes in a semester. After that, the regular grade will be given unless the Academic Dean or the Dean of Students authorizes an administrative withdrawal. Grades of WP (withdrawal with a passing grade) or WF (withdrawal with a failing grade) will be used only in those cases when a student withdraws completely from the college.

## STUDENT CLASSIFICATION

Class standing for students admitted to the baccalaureate degree program is determined at the beginning of each semester. A **freshman** has completed fewer than 24 credits toward a degree; a **sophomore**, at least 24 credits; a **junior**, at least 56; and a **senior**, at least 88. A student may not represent or hold office in any class other than the one determined by earned credit.

A **special advisee** is an adult for whom normal requirements for admission to a degree program are waived. Special advisees are expected to meet the academic requirements of the college by the time they have accumulated 24 credits.

An **unclassified student** is one who already holds a baccalaureate degree. Such students may or may not be seeking a second degree.

A **visiting student** is not seeking a Guilford College degree, but is earning college credit to be applied to a degree program at another college or university.

An **auditor** is a student who attends class, listens to lectures and may participate in class discussion without receiving credit. Auditors may enter any college course for which they have the stated prerequisites, with prior permission of the instructor and payment of a course or laboratory fee where applicable. Auditors register at the usual registration times. If they are part-time or CCE students, they pay an auditing fee of \$100 per course. Should a course be filled beyond capacity, students enrolled for credit will have priority over auditors, and the instructor or the Registrar may request the

latter to withdraw from the course. A full tuition refund will be made in all such cases.

Senior citizens who meet the stated prerequisites for a course may enroll as auditors at a fee of \$25, if space permits. Applicable course and laboratory fees must also be paid.

Each student, except for an auditor, is either a full-time student, carrying at least three courses (12 credits) or a part-time student, carrying fewer than 12 credits. Part-time students must have the consent of the Dean of Students to live in the residence halls and may participate in college activities only with the approval of the Student Affairs Committee.

## NORMAL SEMESTER LOAD

Students working toward a degree normally carry four courses (16 credits) each semester. In the fall and spring terms, 12 to 18 credits are considered a full-time load. During each five-week summer term, 4 to 6 credits are considered a full-time load. For the 10-week summer term, 8 credits are considered full time.

## Overloads

Students who wish to take more than 18 credits in any semester must have the permission of the Academic Dean's Office or the Office of Continuing Education, as appropriate. Additional charges are assessed for all credits over 18 per semester, with the exception of those taken by music majors, who pay the extra applied music fee required by their course of study.

## THE WEEKLY SCHEDULE

Campus classes meet on weekdays. Continuing education classes meet Monday/Wednesday and Tuesday/Thursday evenings.

Certain classes meet for four hours each week, others for three hours and some for only two hours, the frequency of meeting depending upon the nature of the course and the method of instruction. In every case, three hours of consistent effort per week is expected of the typical student for each credit.

## CLASS ATTENDANCE

The importance of class attendance varies with the nature of the subject matter of the course and the professor's approach. Laboratory attendance is considered an essential part of science and language courses. Classes using discussion techniques and seminars emphasizing student participation are dependent for success on regular attendance by the participants. Individual faculty members and/or academic departments make clear their requirements and expectations in regard to particular courses, but the ultimate responsibility for class attendance rests with the student.

Students on academic probation are allowed no absences except those excused by the Dean of Students. Students who terminate regular class attendance are subject to suspension.

## Class Cancellations

Classes are scheduled to assist students in the learning process, and it is the policy of the college to hold all classes as scheduled. Classes are normally not canceled in times of inclement weather. However, in case of severe weather hazards, the Academic Dean and/or the President will determine whether scheduled classes will be held. Announcement of cancellation will be made by the Dean's Office; notices will be posted in Founders Hall, the Office of the Dean of Students and the Center for Continuing Education. Local radio and television stations and the answering service in the college Correspondence Center also will be notified. Instructors may make arrangements for make-up classes if they choose to do so.

When classes are not canceled and commuting students miss classes because of hazardous driving conditions, their absences will be excused and special arrangements will be made to enable each student to make up missed work.

Faculty members unable to meet classes in such situations or because of illness will notify their chairperson or the Academic Dean. Proper notice will be placed in the classroom affected at the beginning of the instructional period.

## THE GRADING SYSTEM

A student's grades are determined by daily preparation, participation in class discussion, the quality of written and/or laboratory work and the results of quizzes and examinations. The grade of A represents exceptional achievement; B, superior; C, average; D, passing; and F, failing.

Plus (+) and minus (-) suffixes to letter grades may be assigned and will be shown on the student's permanent record. Plus (+) and minus (-) suffixes may not be used when assigning the grade of F, and the plus (+) suffix may not be used when assigning the grade of A.

An "X" precedes a grade whenever, through unavoidable circumstances, the work in the course has not been completed. In such a case, the grade is provisional and may be replaced with a better mark upon completion of the work. The provisional grade becomes the final grade if the course work has not been finished by midterm of the next regular semester. Provisional grades for seniors may not be changed subsequent to graduation. Only grades of C or better may be counted toward the major. The grade for auditing is AU. Occasionally RD (report delayed) is recorded to indicate that a grade was not received. "X" signifies that a grade has not been determined.

## Grade Reports

During the regular academic year, midterm progress reports are available through the student's adviser. At the end of each semester, final grades are entered on the permanent record, and, if the student's business office and library accounts are settled, a grade report is forwarded to the student, the faculty adviser and the Dean of Students. If a student requests, the Registrar's Office will mail a grade report to parents. Permanent records are unabridged records of all work attempted by students at Guilford College. Confidentiality of student records is maintained according to guidelines publicized by the Office of the Dean of Students.

## Quality Points (Grade Points)

One quality point is assigned for each credit of D work, two for C, three for B, and four for A; zero points are assigned for grades of F, XF, WF. Plus (+) and minus (-) suffixes add and subtract .3 to the numerical value of the grade affected. To be a candidate for a degree, except under the C-Credit Accumulation Plan, a student must have a cumulative C (2.00) average.

Cumulative quality point averages are determined by dividing the accumulated quality points by the total credits attempted minus credits in courses marked AU, W, WP, CR(credit), NC(no credit) or RD and transfer credits. Each time a course is taken or repeated, the attempted credits and quality points are entered into the statistics used to compute the quality point average. Students may not repeat for credit any course previously passed. The credits for a course can apply toward graduation only once no matter how many times it is passed. Exceptions are the Special Topics Courses, whose contents vary, and courses indicating in the course listings that they may be repeated.

Quality point averages are computed at the end of each term and include all work done at Guilford College plus work completed during fall and spring semesters at consortium institutions. Summer work completed at Guilford College is included in the computation of a student's quality point average; summer work taken at other institutions is not included.

Numerical values assigned to grading are:

A	4.0	C	2.0
A-	3.7	C-	1.7
B+	3.3	D+	1.3
B	3.0	D	1.0
B-	2.7	D-	0.7
C+	2.3	F	0.0

## TRANSFER CREDITS

Transfer students must present an official transcript and a catalog from each college attended, a statement of honorable dismissal, and a complete record of the entrance credentials submitted to the institution from which they wish to transfer. Credit for courses completed with a grade of C or above, appropriate to Guilford's liberal arts curriculum, may be transferred from accredited junior colleges, community colleges, senior colleges or universities. Courses to be applied to a major at Guilford College must be approved by the chairperson of the major department.

A maximum of 64 credits may be transferred from two-year colleges, and up to 48 credits from two-year technical colleges which are accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (or one of its five regional equivalents). Up to 32 credits may be transferred from two-year community colleges, technical colleges or other two-year institutions not so accredited. All requests for the transfer of credits will be evaluated by the Registrar or, for continuing education students, by the Associate Registrar at the Center for Continuing Education. Transfer students may receive 16 credits for each 15 semester hours applied to Guilford's degree.

Each transfer student must meet the college regulations for graduation with respect to all general, area and distribution requirements. If a student enters with 24 or more credits, Interdisciplinary Studies 101 is not required.

Transfer students from accredited four-year colleges and universities who have completed freshman English requirements with a grade of C or above are not required to take the English Placement Essay and Usage Examination. Credit for freshman English composition and literature work at these schools will transfer according to the normal procedures. Transfer students from all two-year institutions are expected to take this test, which covers compositional skills (punctuation, grammar, sentence structure, argumentation and organization) and analytic abilities. Good scores on the test along with a minimum of 6 transfer credits in freshman English composition and literature will satisfy the college requirement in English. Otherwise, the student is placed in English 110, 150 or 151 as determined by the examination. A transfer student with 6 credits in freshman English may enter English 150 or 151 without loss of credit; however, English 110 will be considered a four-credit duplication of freshman transfer English credit.

All students whose native language is not English take the English Placement and Usage Examination and the Reading Test; and their placement in English 100, 106, 110, 150 or 151 is determined



by scores on these tests.

A foreign language proficiency test is administered to transfer students who have not satisfied the requirement with at least 6 transfer credits in a foreign language. Through scores on this test, students are placed in the proper level of a foreign language or may be exempt from further language study.

A placement test in mathematics is recommended for all students who plan to take college mathematics.

## CONTINUING ADMISSION FOR RESIDENTIAL CAMPUS STUDENTS

Students who plan to return to Guilford College the following fall semester fill out an enrollment form from the Office of the Dean of Students during the spring semester.

## ACADEMIC PROBATION

A Guilford College student will be on academic probation if the cumulative quality point average is below the level required for graduation, 2.00.

Students placed on academic probation are not allowed any unexcused absences from classes. Their eligibility to continue at Guilford College is contingent upon earning at least a C (2.00) average during each term of academic probation. Earning a C average during a given term may not remove a student from academic probation, but it will assure eligibility to continue at Guilford.

Academic probation is not considered a punitive measure, but rather an indication that the student needs to make greater effort and should seek special counseling from the academic adviser or from the staff of the Office of the Dean of Students to help surmount difficulties which might lead to suspension or dismissal.

## SEPARATION FROM THE COLLEGE

### Academic Suspension or Dismissal

If a student fails to attain a term average of C while on academic probation, the student either will be suspended for a semester or an academic year, or be dismissed for academic deficiencies.

Students recording a 1.00 or lower quality point average during the first semester at Guilford will be suspended or dismissed without a probationary period.

If there are extraordinary extenuating circumstances surrounding the student's lack of progress during a period of academic probation which merit reconsideration, the student may appeal the suspension to the Academic Dean's Office. If a student is permitted to re-enroll for the next term, the

student's academic standing will be classified as continued academic probation.

Suspended students may apply for readmission after their suspension period. Readmittance of dismissed students is the prerogative of the Academic Dean and is never permitted within less than one calendar year of dismissal. If readmitted, suspended or dismissed students will return on academic probation. Eligibility for financial aid may be reinstated; the returning student must file an appeal with the Faculty Student Aid Committee. Likewise, readmitted students are permitted to resume athletic participation if all eligibility standards are met.

### Disciplinary Suspension or Dismissal

The *Student Handbook* outlines rules and regulations for disciplinary suspension or dismissal.

### Voluntary Withdrawal

All students who wish to withdraw from the college during a semester or at the end of a semester must indicate their intentions in writing to the Vice President for Student Development. Continuing education students obtain withdrawal forms through one of the academic advisers at the Center for Continuing Education. All students who withdraw must complete and submit an application for readmission if they wish to re-enroll.

### Nonpayment of Tuition and Fees

Tuition and fees must be paid according to the schedule established by the Business Office. Students who do not fulfill their financial obligation to the college according to this schedule, or who fail to make satisfactory arrangements with the Business Office to pay according to some other mutually agreed upon schedule, may be withdrawn from the college.

## TRANSCRIPTS

Every student may receive one official college transcript without charge, provided all accounts with the college are satisfactorily arranged. Requests for subsequent copies must be made in writing to the Registrar and should be accompanied by a remittance of \$2 for each copy desired. Transcript requests should be made to the Registrar's Office at least one week before the transcript is needed.

## DEGREE CANDIDACY

Degrees are dated and awarded in May and at summer graduation. One semester before expected graduation, each student must submit to the Registrar an application for graduation, accompanied by a written statement from the department chairperson indicating that all degree requirements are scheduled for completion at the end of the next



semester. Filing an application for graduation includes payment of a graduation fee of \$30 by April or July 1, for May or summer graduation respectively. A student who fails to complete all degree requirements by the scheduled graduation date must reapply for graduation. An application, with \$15 duplicate diploma fee, should be submitted at the next regular date for conferring degrees.

To receive a diploma or participate in commencement, a student must have satisfied all academic requirements, must have cleared all outstanding accounts with the Business Office, and must have no judicial action pending. Diplomas will not be awarded to any students against whom there are unresolved judicial charges.

When a degree program is discontinued by Guilford College, that degree may continue to be awarded for a subsequent five-year period, provided all requirements for the degree can be met. However, once the degree program has been terminated, the college is not obligated to continue offering courses necessary to complete that degree.

Students are expected to complete graduation requirements within 10 years of the date of entrance. Credits more than 10 years old offered for graduation by transfer, continuing or returning students must be validated by the successful completion of at least 16 credits of current work, including the last semester before graduation. This work must be within four regular semesters of graduation.

## Second Degrees

Any former graduate who desires a second bachelor's degree of present date from Guilford College must normally spend at least two semesters in additional study, completing satisfactorily (with at least a C average) a minimum of 32 credits of work, at least 16 of these at Guilford, including all prescribed major requirements. Candidates for a second degree are expected to be enrolled at the college during their last semester of study. If a student is awarded a second undergraduate degree, notation of the new degree and the date it was awarded will be added to the top of the permanent record.

A student receiving a bachelor's degree from another accredited institution may receive a second bachelor's degree from Guilford by fulfilling the conditions outlined above, with the exception that Guilford's general college requirements must be satisfied either by courses taken at Guilford or by suitable substitute courses from the prior institution. Such students must register through the Center for Continuing Education and have their records reviewed by the Associate Registrar at entry.

## III. CAMPUS LIVING

A college is an intentional community, a gathering of individuals who have chosen a common time and place as the context of their learning experience.

In the residence hall and in the classroom, in campus clubs and in seminars, on the playing field and in the laboratory, the Guilford student not only discovers personal identity but creates it through involvement in challenging ideas, activities and personal relationships.

Student life at Guilford College is influenced by the Quaker origins of the college and by the Quaker view of humankind in the world. College policies and regulations are designed to create an ordered environment conducive to learning and development, in an atmosphere marked by personal integrity and respect for others. Campus living demands of students a sense of responsibility for their own actions and an awareness of their roles in the community.

Specific guidelines for campus life are printed in the *Student Handbook* available from the Office of Student Development. It is the responsibility of every student to be informed of college policies and regulations and to abide by them in good faith.

## STUDENT GOVERNMENT

### Legislative

Student government for the Residential Campus at Guilford College is organized around a Community Senate composed of members from each of the six residence halls, representatives from the day student organization, members of the administration appointed by the President, and two faculty members elected by the faculty. Executive officers of the Senate are chosen each year in campus-wide elections.

The Community Senate, within the policies and regulations established by the Board of Trustees, derives authority from the President of the college to govern the student body and to coordinate and direct the several subsidiary organizations of student government. The president of the Community Senate, with the consent of its members, appoints student representatives to Board of Trustees committees and to faculty committees.

Residence hall government is based upon a unit-of-living concept, in which the residents of each individual hall are empowered to write their own constitutions, subject to review by the Office of Residential Life and the Administrative Council. These constitutions must be in accord with the general policies of the college; however, considerable latitude is allowed each hall in its determination of internal living arrangements.

For Continuing Education Student Government, see Section V.

## RESIDENTIAL LIFE

Residential life is a vital part of the educational mission of Guilford College. Residential life provides many points of interaction with others, for friendship, for the formulation of values, and for exercising communal and personal responsibility.

Because Guilford College is primarily a residential campus which values the interaction of students in a residential setting, unmarried students are required to live on campus and eat in the dining hall. Local students can commute from their home but must specify when they apply that they intend to live at home with their parents and commute. Any exception to this policy must be approved through a petition submitted to the Associate Dean of Students and Director of Residential Life and Orientation. There are limited opportunities for married students to live in apartments on campus.

During fall and spring breaks, Thanksgiving and winter vacations, all residence halls are closed and must be vacated. No meals are served at these times. Upon notification of admission to the college, new students should reserve rooms by signing contract forms provided by the Residential Life Office. Reservations become effective with the signing of the contract and payment of all application and room reservation fees.

For additional information on Residence Halls, please refer to the *Student Handbook* and the Residential Life brochure.

### Residence Halls

**Binford Hall**, a coed, predominantly freshman residence hall completed in 1962, contains rooms for 160 students, an apartment and lounges on each floor. It is named for Raymond Binford, the third president of Guilford College, and his wife, Helen T. Binford. Recent renovations of this facility include remodeled bathrooms, air-conditioning and new carpeting.

**Bryan Hall**, completed in 1968, is designed to house 226 students in suites of eight. It consists of four buildings around a central courtyard and houses both men and women by suite. Bryan Hall, which is fully carpeted and air-conditioned, was named to commemorate a gift by Joseph McKinley Bryan Sr. and his wife, Kathleen Price Bryan. It is predominantly an upperclass hall. The central courtyard houses many social activities throughout the year including Quad Dances.

**English Hall** was built in 1957 to accommodate 50 men. It was given by Nereus C. English, alumnus and trustee, and his brother Thomas English,

members of a family influential in the history of Guilford. It has recently been renovated to include new carpeting, air-conditioning, an apartment lounge and a kitchenette for residents.

**Mary Hobbs Hall**, built in 1907 and completely renovated in 1977, provides an opportunity for women to reduce expenses by doing cooperative housekeeping. It was named for Mary Mendenhall Hobbs, wife of Guilford's first president, who was deeply interested in the education of young women. Fully air-conditioned, the residence hall contains rooms for 54 women, an apartment, reception room, a dining room and a kitchen.

Residents share cooperatively in much of the work. A student coordinator handles allocation of responsibilities, and each student works approximately 20 minutes a day on a rotating basis keeping common rooms clean and helping in the dining room.

Meals, served in the dining room, are prepared by a professional cook who is hired by the college for food service. Three student cooking supervisors prepare breakfast and assist with other meals. The Mary Hobbs women eat in the main campus (Founders) dining hall on Saturday and Sunday. Guests are welcomed to meals in Mary Hobbs Hall. (Any meal pass from the general campus dining facility will be honored.)

**Milner Hall**, completed in 1962, contains 250 air-conditioned rooms for men, two apartments and space for recreational facilities. It is named for Clyde A. Milner, the fourth president of Guilford College, and his wife, Ernestine C. Milner, professor emeritus of psychology.

**Shore Hall**, built in 1954, and fully air-conditioned, was given by B. Clyde Shore, alumnus and trustee, in honor of his wife, Katherine Hine Shore. It has rooms for 61 women, an apartment, spacious parlor and a kitchenette for residents. Shore is characteristically a "quiet" hall with a strong sense of community.

**John Gurney Frazier Apartments** are named for their donor, a 1924 graduate of Guilford College, and commemorate his father, John Gurney Frazier Sr., and his son, John Gurney Frazier III. The first duplex units of Frazier Apartments were constructed in 1954. About 20 apartments are now available for rent to married Guilford students. Details on facilities and rentals and application forms may be obtained from the Business Office. Only full-time students, their spouses and their children may live in these apartments.

**Special Interest Housing.** Guilford College offers the opportunity to groups of students to petition

The Housing Office for special interest housing. These small houses of 7-12 students are organized around common social or academic interests, such as the study of languages, science or cultural themes. Currently, eight groups may obtain designated space upon approval of the special interest housing petition in the spring for the following academic year.

## **STUDENT DEVELOPMENT Orientation**

The orientation of new students and their parents begins with a program prior to the opening of the first semester, giving students and parents an opportunity to meet faculty, administration and staff members. Through small groups, students become acquainted with campus life and are tested, advised and registered so that they may begin college in as smooth a manner as possible.

Special orientation sessions are held both semesters for continuing education students. Just prior to the beginning of the second semester, a special session is scheduled for all new students entering at that time.

## **Student Health Service**

Prior to the opening of school, each student is required by North Carolina law to submit certification of immunization to the Student Health Service. The required physical and immunization record must be completed by a physician. Failure to comply will result in suspension.

The Student Health Service, a part of the Center for Personal Growth, is located in Founders Hall. The service keeps daily hours during the week, and a physician holds clinic visits on a scheduled basis. Emergency care can be arranged after hours or on weekends through head residents and resident assistants.

The medical service included in the tuition charge for full-time students covers routine illnesses and the cost of sick calls in the Student Health Service. An additional charge is made, however, for X-rays and extra services.

An optional student insurance plan is also available. See Section IV.

## **Counseling Service**

The Counseling Service is based on the premise that every person has the potential for continuous personal, intellectual and social growth. Seldom is that growth more accelerated or more vulnerable than during the college years. The Counseling Service is available to provide support to the student throughout this all-important process.

A part of the Center for Personal Growth, located in Founders Hall, the Counseling Service is staffed by professional counselors trained in personal and group counseling, testing and crisis assis-

tance.

The service offers a confidential setting for students to plan life goals, resolve academic or personal difficulties and learn about new dimensions of themselves through workshops, or individual and group psychotherapy. It also provides a referral service to sources of assistance in the Greensboro area.

Counseling services available for continuing education students are described in Chapter V.

## **Career Development Center**

The Career Development Center assists current students and alumni in identifying career interests and skills, in relating college experience to the world of work, and in planning for full-time jobs after graduation.

The Career Library houses rich resources for students planning a major, seeking meaningful internships, or pursuing an advanced degree. Students may also use reference materials on national and international companies to prepare for on- and off-campus interviews and job fairs.

The Career Development Center offers the latest in computerized career guidance software, including SIGI-plus, a career decision-making system, College Explorer V, and other career awareness programs.

Through personal advising, assessment, and special workshops and presentations, the Career Development Center prepares students to set and achieve their career and life goals.

## **Internships and Service Learning**

The Office of Internships and Service Learning, freely available to all students and alumni, provides resources for the implementation of an innovative, balanced undergraduate education, including a one-credit General Studies course, titled "Life/Work Planning: Centering & Venturing." Local, national and international internships are available for credit as part of the academic program; as well as counsel and assessment for educational planning and integrating in- and out-of-class learning. The office also is a resource for short- and long-term national and international service opportunities that foster learning.

Resources for internship and service-learning possibilities are available in the Career Development Center. Counsel and assistance are provided through the Director of Internships and Service Learning.

## **Student Employment Service**

The Student Employment Service (SES), a part of the Office of Internships and Service Learning, assists students seeking part-time and summer employment. A newsletter, *Options*, contains part-

time job opportunities in the greater Greensboro area as well as farther-reaching summer job opportunities. It is sent to students who register with the Student Employment Service.

### Minority Student Development

Services are available to minority students through a staff member, whose responsibility it is to assess the academic, social and personal needs of minority students and devise ways to respond adequately to them. The African American Cultural Society (AACS) sponsors programs focusing on minority interests and achievements.

### International Student Services

Services are available to international students through a counselor who advises them on institutional rules, government regulations, academic resources and opportunities offered by both the college and the larger Greensboro community. All international students are members of the International Relations Club, the primary responsibility of which is to aid in the student's overall transition to Guilford College. A faculty committee for international students also has as its main concern the welfare of the international student at Guilford.

Every attempt is made to facilitate mutually satisfying relationships between international and United States students and between international students and the college and Greensboro communities. Guilford College is a member of the National Association for Foreign Student Affairs and is authorized under federal law to enroll nonimmigrant alien students. A pre-orientation program for international students is held prior to the general orientation program.

## CULTURAL OPPORTUNITIES

### The Student Union

The Student Union is a student organization which sponsors campus social, recreational and cultural programs. Union committees include those for recreation, films, concerts and dances, as well as a coffeehouse. The purpose of the Union is to encourage self-direction and self-realization in leisure activities. Homecoming in the fall and Serendipity in the spring are major weekends the Union helps to coordinate.

### Arts Programs, Lectures, Film Series

Each year Guilford College provides for students, faculty and staff selected programs in music, the performing arts and public affairs. Also available are established lecture series, such as the annual Rembert W. Patrick and Algie I. and Eva M. Newlin history lectures and special lectures sponsored by various departments. The Guilford College Film Series presents approximately 25 motion

pictures during the year.

### ArtsETC

Guilford College presents a blend of performance which highlight the arts in a unique and personal way. Over the years, celebrating the arts at Guilford has evolved into participation between the performers and the community. In an effort to pursue this rich tradition, the college combines the world of performance with the curriculum in the series ArtsETC. Students, faculty and staff explore and discuss the multifaceted dimensions of the performance world through "Informances," special workshops, lectures and artist-in-residence programs which precede each scheduled performance.

### The Faculty Colloquium

In the belief that dialogue is fundamental to maintaining the quality of intellectual and spiritual life within the Guilford College community, the Faculty Colloquium brings faculty, students and visitors together regularly to consider some theme of common interest within an interdisciplinary context. Through lectures followed by discussion, faculty from the humanities and the natural and social sciences, as well as occasional guest speakers and students, explore questions of humane import. Themes have included Women as Shapers of Culture, The Hero, Development of Sex Roles, Conflict in the Arts, and Human Space.

### Founders Hall College Center

Rebuilt on the site of the original building of New Garden Boarding School, Founders Hall provides office space for the Dean of Students, most of the Student Development staff and student organizations. Its facilities include the college cafeteria, meeting rooms, lounges, an art gallery, a recreation room, a photography laboratory, the mailroom, a grill room, the college bookstore and a student-operated radio station.

Sternberger Auditorium, adjacent to Founders Hall, provides seating for approximately 400 people as well as space for dances and other events. Houses in the basement are dressing rooms and a rehearsal hall. Sternberger Auditorium is complemented by the larger Dana Auditorium as a location for performing arts presentations.

## CAMPUS ORGANIZATIONS

### The Performing Arts

The Revelers, Guilford's drama group, presents major productions and one-act plays each semester under the direction of the drama faculty and student directors. Students and faculty often initiate a wide variety of dramatic activities, including New York seminars and work with children's theater, local high school groups and visiting professional

formers. Membership in the Revelers is open to Guilford students. Especially active members qualify for the Dramatics Council.

The Guilford College Choir performs numerous concerts each season both on and off campus in addition to major concerts at Christmas and during spring. The choir makes an annual tour, bringing the members into stimulating contact with tied audiences and communities. Membership in the choir is open to all students by audition. Choir scholarships are available to students meeting specific criteria.

Students interested in broadcasting maintain and operate radio station WQFS-FM, licensed to Guilford College by the Federal Communications Commission. Programming includes music, news, features and a variety of offerings providing an educational service to the people of Guilford College and the surrounding area.

## Special Interest Groups

The African American Cultural Society (AACS) is organized by the Guilford African American student community. Its purpose is to foster unity among African American students while encouraging full participation in the academic, social and policy-making processes of the college community. AACS, open to all members of the Guilford College community, sponsors projects and cultural activities that foster a greater awareness of the African American experience in the United States and abroad. Some of the ongoing projects include study groups, support groups and student retreats. Annual cultural events include Journey into Blackness and Blacklite.

The Day Student Organization holds regular meetings; its members participate in intramural activities and other campus affairs and are represented in the Community Senate. Its aim is to strengthen the bonds between commuting students and overall campus life.

The International Relations Club provides an opportunity for students of various nationalities to interact and exchange ideas with each other. Speakers, outings and special programs such as International Week offer a broader understanding of other cultures and world problems. In addition, the club attempts to aid international students in their adjustment to the United States and Guilford College. IRC is open to all students.

Other special interest groups include Cheerleaders, Websterian Prelaw Society and the Strategic Games Society.

## Departmental Clubs

Majors and other interested students in various departments such as education, foreign languages, history, philosophy, psychology, sociology/anthropology and sport studies have organized clubs for

discussion of issues relevant to learning in their fields. Phi Alpha Theta, an honorary history society, sponsors historical programs; Pi Gamma Mu promotes and recognizes academic excellence in the social sciences; Beta Beta Beta Biological Society endeavors to cultivate an interest in the life sciences and recognizes academic achievements in biology; Sigma Pi Sigma honors physics students; and Sigma Pi Epsilon provides opportunities for professional development in physical education, sport management and sports medicine.

## STUDENT PUBLICATIONS

*The Guilfordian*, a newspaper printed for and by students, serves as a forum for faculty and student opinion through its editorials, columns and letters to the editor. Coverage of campus news events and publicity for various activities and cultural programs are carried in each issue. The student staff, working with the advice of a student-faculty publications board, gains practical journalism experience in writing, editing, layout and publishing.

The *Quaker*, the college yearbook, is compiled by students and published annually. As a pictorial and literary representation of Guilford College, the *Quaker* attempts to interpret and evaluate graphically campus activities and aspirations.

The *Piper*, published by a student staff, features original poetry, prose and graphics contributed by students and faculty. Its purpose is to promote creative writing, develop artistic talents and provide opportunities for critical dialogue in the arts.

## OTHER PUBLICATIONS

*The Journal of Undergraduate Mathematics* and *Monographs in Undergraduate Mathematics* are published by the Department of Mathematics of Guilford College. The *Journal*, established in 1969, is an internationally distributed periodical devoted to undergraduate mathematics. It is published twice each year and contains papers contributed by undergraduate mathematics students from throughout the United States as well as from foreign countries. *Monographs* is a series of paperback booklets intended for use in seminars or independent studies or as supplements to regular undergraduate courses. The purpose of each *Monograph* is to stimulate the development of the student's ability to do mathematics. The managing editors of both publications are J.R. Boyd, professor of mathematics, and G. Rudolph Gordh Jr., professor of mathematics.

The *Journal of Undergraduate Research in Physics*, a publication designed by the American Institute of Physics to disseminate distinguished student research throughout the country, is published at Guilford College, with Rexford E. Adelberger, professor of physics, as national editor.

*The Southern Friend: Journal of the North Carolina Friends Historical Society* is a semianual periodical sponsored by the only Friends historical society in the Southeast. Coedited by Damon Hickey, curator of the Friends Historical Collection, and Herbert Poole, director of the Hege Memorial Library, the publication carries scholarly articles on various aspects of the history of the Religious Society of Friends.

## RELIGIOUS LIFE

Religious life at Guilford reflects the variety of religious backgrounds and concerns of students and faculty. Many students become associated with local churches or synagogues and continue active roles in church life. New Garden Friends Meeting and Friendship Friends Meeting, both across from the college welcome students of all faiths.

Student organizations such as Quaker Concerns and the Guilford College Christian Fellowship are active on campus, and regular worship services are held for Episcopalian and Catholic students. Hillel provides religious and cultural opportunities for Jewish students.

A campus minister helps coordinate religious activities and is available to individual students.

## COMMUNITY INVOLVEMENT

Guilford College recognizes the educational value of participation in the larger world of which the campus is a part. The college encourages students to use Greensboro and the surrounding community as an adjunct to the classroom. Students are involved in such programs as tutorial services, volunteer work and internships with governmental, religious and other community organizations. In some cases academic credit may be received for these activities.

Some students gain practical experience by working with local parties and political action groups, either directly or through Young Democrats and Young Republicans clubs on campus. Other campus organizations, such as the African American Cultural Society and the Biophile Club, a conservation organization, also pursue their special interests in the community at large.

As a Quaker college, Guilford supports the peace testimony of Friends and does not offer or support courses in military science. Such courses are available on an audit basis at North Carolina A&T State University, also located in Greensboro, for Guilford students who want to enroll through the consortium cross-registration program.

## ATHLETICS AND RECREATION

The athletic program at Guilford provides activities which are physically wholesome, mentally stimulating and socially satisfying, integrating

athletics into the total educational program. All students are encouraged to participate in intercollegiate or intramural sports.

Guilford sponsors intercollegiate teams in sports. Men may participate in baseball, basketball, football, golf, lacrosse, soccer and tennis. For women there are basketball, lacrosse, soccer, tennis and volleyball.

In the past 20 years, Guilford College athletic teams have participated in a number of national championships. The baseball, basketball, golf and men's and women's tennis teams have participated in national tournaments. The men's basketball team won the national championship in 1973; the women's tennis team were national champions in 1981; and the men's golf team won the national championship in 1989, after having finished second in 1985, 1986 and 1987.

The Guilford College Intramural Association offers 16 competitive activities to male, female and coed teams. Students, faculty and staff participate in team tennis, soccer, flag football, volleyball, racquetball, coed water polo and coed volleyball during the fall semester. Second semester activities are basketball, coed team foul shooting, one-on-one, ultimate frisbee, ping pong, wrestling, swimming and racquetball.

Student leadership has been a key to the success of the intramural program. Opportunities to participate as representatives, game officials, player or supervisors are open to all interested students.

## MOTOR VEHICLES

A student at Guilford College may operate a motor vehicle on campus provided it is properly registered and parked in the designated parking area. Students who operate motor vehicles are required to pay a motor vehicle registration fee and maintain full insurance protecting others. They are expected to exercise care and consideration for the safety of themselves and others and to observe state, local and campus traffic regulations. Details of traffic and parking regulations are included in the *Student Handbook*.

## PARENTS' ASSOCIATION

All parents are members of the Guilford College Parents' Association which was formed in 1984. The Association initiates programs related to Guilford families, cosponsors with the Athletic Department Parent Days for each athletic team, assists in fundraising and student recruitment, and provides a direct channel of communication among parents and college faculty and staff via *Roots & Wings*, the newsletter of the Parents' Association. Parents are invited to visit their students for Fall Family Weekend, which includes seminars, cultural and sports events, and the annual meeting of

Parents' Association.

## LEADERSHIP RECOGNITION

Campus leadership at Guilford is recognized in various ways and is a factor in the awarding of scholarships and other honors.

Academic leadership is recognized by the Dean's list, by departmental awards, by appointment of college marshals and by awards such as the Charles Dana Scholarships, honoring both leadership and academic ability.

Each year the Nereus C. English Athletic Leadership Awards are made to superior athletes who have shown leadership in athletics and other aspects of campus life.

Outstanding seniors may be named to Who's Who in American Universities and Colleges.

The college's Board of Visitors also annually recognizes an outstanding senior with the Senior Excellence Award based on campus-wide nominations.

Students with very high academic averages may qualify for the Guilford Scholarship Society, which also includes faculty members who are members of Phi Beta Kappa or Sigma Xi.

Student leaders who are members of the senior class receive recognition awards each year from the Office of Student Development staff.

## 7. ADMISSION, FEES, FINANCIAL AID

Guilford College considers more than just statistics when reviewing prospective students for admission.

Guilford looks for applicants whose qualities of intellectual capability, personality and social awareness will enable them to benefit fully from both the academic program and campus life.

Further, the college seeks students whose backgrounds and talents will enrich the educational experience of the total college community and whose energies and concerns promise constructive leadership and useful service in their own lives and society.

To promote the exchange of ideas and values, Guilford actively attempts to admit a student population representing wide areas of the United States and other nations, as well as a broad spectrum of ethnic, religious, racial, age and socioeconomic groups.

## ELECTION CRITERIA

The Admission Committee of the Guilford College faculty reviews each application individually, with consideration given to all aspects of an applicant's record, keeping in mind the admission objectives set out above.

## Academic Record

The Admission Committee examines an applicant's past scholastic achievement, as demonstrated by grades and class rank in high school.

There is no specific number or pattern of units required for entrance to Guilford. The college is primarily interested in the quality of a student's overall academic performance. However, to be better prepared for academic success in Guilford's liberal arts curriculum, a student should include among the 16 high school units at least 12 academic units—four units in English, three in math, three or four in natural sciences and two to six in a foreign language.

In addition to course work in high school, prospective students are urged to read widely outside of class to broaden their general background and acquaintance with contemporary issues. Students also are encouraged to increase their competence in writing and in developing the ability to express ideas accurately.

## Entrance Tests

To assist the Admission Committee in evaluating a prospective student's academic potential, each applicant is expected to take the Scholastic Aptitude Test (SAT) administered by the College Entrance Examination Board or the test of the American College Testing Program (ACT) and have scores sent directly to the college.

The following achievement tests, while not required, are highly encouraged: English composition with essay; Math Level I or II; foreign language or science.

## Personal Characteristics

Personal characteristics are evaluated through recommendation forms and an interview, preferably on campus.

Guilford encourages students to visit, have an interview with an admission officer, talk with different members of the college community and become familiar with the campus. Personal contact also lets the admission staff become better acquainted with an applicant. Arrangements for a personal interview and a campus visit may be made by writing or calling the Admission Office. For students who live too far away to visit Guilford, a video tape describing campus life is available; call 800-992-7759 to arrange a short-term loan of the tape.

## Other Materials

All applicants are encouraged to submit for the committee's review any additional information concerning unusual circumstances, achievements or abilities which they feel would be relevant to the process.



## APPLICATION PROCEDURE

Applications are processed as soon as an application form and all supporting materials are received in the Admission Office. The materials needed are:

- 1 ) The completed application form with a \$25 application fee,
- 2) A transcript of all secondary school work,
- 3) Results of one of the college entrance examinations (SAT or ACT),
- 4) The School Report Form and at least one Teacher Evaluation (these forms are included with the application for admission) and
- 5) Other recommendations at the discretion of the applicant.

Accepted students confirm their intention to enroll by paying a \$300 Enrollment Fee required of all students. This fee is refundable until May 1 to new students who decide not to enroll.

## ADMISSION CALENDAR

	DEADLINE	NOTIFICATION
Early Decision	Dec. 1	Dec. 15
Regular Decision		
Round I	Feb. 1	Mar. 1
Round II	Mar. 1	Apr. 1

After March 1, applications are taken on a space available basis. Interested students who miss the deadlines are urged to contact the Admission Office.

### Early Decision Plan

To eliminate the necessity for prospective Guilford students to file admission applications to several colleges and to reduce the anxiety of some regarding acceptance, Guilford has joined a number of other colleges in offering an Early Decision Plan.

Through this optional arrangement, students whose first choice is Guilford and who have strong academic and personal qualities may have a decision from the Admission Committee of the faculty by December 15 of their senior year rather than the following spring.

To apply to Guilford under the Early Decision Plan, students should take the SAT or ACT examinations during their junior year in high school and submit their applications, with all supporting material, by December 1 of their senior year.

Under this plan, students agree to apply to no other colleges until a decision is reached by Guilford; and, if accepted, they agree to let Guilford know of

their decision by paying the \$300 Enrollment Fee by January 15. For students accepted under the Early Decision Plan, the enrollment fee is not refundable.

## EARLY ENTRANCE

Guilford College's Early Entrance Program welcomes applications through the normal admission process from qualified students who wish to pursue their educational objectives at an accelerated rate. Students of proven academic ability and exceptional motivation and maturity may be considered for admission before completion of the full four-year high school program. Any high school student with superior academic potential is eligible to apply.

Usually these applicants wish to enroll after completion of the eleventh grade, but capable students who wish to enter college even earlier may, in some cases, be considered. Minimum age for application is 14.

Each year an increasing number of students with varied backgrounds and from many states enroll through this program. At Guilford, their academic performance and personal development place them markedly above those students accepted through regular admission, a fact which the college attributes both to high motivation and to intense intellectual curiosity.

For details, contact the Admission Office.

## INTERNATIONAL STUDENT APPLICATIONS

To be considered for admission, an international student must comply with certain special procedures. An applicant should complete the application form and return it with the following:

- 1) A bank draft in payment of application fee of \$25 (U.S. dollars),
  - 2) One copy of official transcript from each high school or college attended,
  - 3) One copy of an official TOEFL (Test of English as a Foreign Language) score (to be considered, a student must score 550 or above) and
  - 4) A completed financial statement indicating adequate financial support to meet the expenses of the entire academic program at the college.
- Applications will not be processed unless such declaration can be made.

A provisional admission can be granted to a prospective student who meets the following conditions:

- 1 ) Ranks in the upper 40 percent of his/her graduating class,
- 2) Has maintained a grade average equivalent



lent of C or better and

- 3) Agrees to enroll and continue studying in the Interlink program or an equivalent intensive English language program until he/she scores 550 or above on the TOEFL examination. Upon achieving a minimum TOEFL score of 550, the applicant is required to complete a statement demonstrating proficiency in written English.

## TRANSFER APPLICATIONS

Qualified students from other accredited and approved colleges and universities are welcome to apply to Guilford. In order to be considered for admission to Guilford, a prospective transfer student needs at least a C average in all academic work taken at the college level. Consideration is given to the academic reputation of the college from which the student wishes to transfer and the type of courses taken at that institution. Transfer applications are evaluated according to the same criteria used for freshman applications.

The materials necessary to complete an application for transfer are:

- 1) The regular application for admission and the \$25 application fee,
- 2) A transcript from every high school and college attended,
- 3) Results of one of the college entrance examinations (SAT or ACT scores earned while in high school are acceptable) and
- 4) A recommendation form from the dean of students of each college the student has attended. (This form is included in the application for admission.)

## FOR MORE INFORMATION

Inquiries concerning admission to Guilford College should be addressed to:

Guilford College  
Office of Admission  
5800 West Friendly Avenue  
Greensboro, North Carolina 27410

Or telephone (919) 292-5511  
or (800)992-7759.

## ADVANCED PLACEMENT

Advanced standing may be earned through the Advanced Placement Program of the College Board or the College Level Examination Program (CLEP) for a total of 32 credits (with a maximum of 16 in each) for those examinations that correspond to courses in the Guilford curriculum. The required course Interdisciplinary Studies 101 cannot be waived by examination. Placement and credit de-

cisions in the student's major must be approved by the appropriate department chairperson.

Placement requires Advanced Placement scores of 3 or better, or CLEP scores of 500 or better; credit requires Advanced Placement scores of 4 or better, or general CLEP scores of 550 or better. Subject CLEP scores must be at least 50 for placement and at least 55 for credit. General examination scores may apply only to courses taken to satisfy the general college or distribution requirement. Credit for other courses may be obtained only by taking subject area examinations.

Guilford College also recognizes the International Baccalaureate (IB) for admission purposes. A course-by-course review by the Registrar and the academic department(s) will specify placement and/or credit for higher level subjects passed at an acceptable level.

For further information, the student should contact the Registrar's Office or the Admission Office. Continuing Education students should consult the Associate Registrar for Continuing Education.

All freshmen are tested for proficiency in English and in the foreign language they wish to continue studying. On the basis of these tests, students are placed in the most advanced courses for which they are qualified.

## IMMUNIZATIONS

North Carolina law requires that all students submit proof of immunization against diphtheria and tetanus (DT), polio, rubella and rubella within 30 days of enrollment. Failure to do so will result in suspension.

## COURSE FEES

Education 440	\$ 50
Sport Studies Fees	
Horseback Riding	150
Sailing	25

Courses in the sciences numbered 400 or above may also include course fees, as may Special Topics courses (250 and 450) in any department.

## MUSIC FEES

Guilford College students registered for private lessons in applied music at Guilford College pay \$175 per credit hour. Guilford College students taking applied music at Greensboro College pay Greensboro College charges and are billed by Greensboro College. Fees also are charged for the use of practice rooms at Guilford College and for the use of college orchestral instruments according to the following scale, which reflects charges for one academic year (two semesters)

Use of Practice Room with Piano

6 hours per week \$20

12 hours per week \$40

Use of Practice Room without Piano

6 hours per week \$15

12 hours per week \$20

Rental of Orchestral Instruments \$20

## EXPLANATION OF FEES

**Student Activity Fee.** The student activity fee is assessed and administered by the student government to cover the budget of certain student organizations in which all students may participate or

from which they receive benefits.

**Enrollment Fee.** A \$300 enrollment fee is required of all full-time residential campus students.

This fee serves as an amount from which, at the conclusion of the school year, all financial obligations due the college are deducted, such as charges for room damage, library fines, etc. If there are deductions from the fee due to unpaid financial obligations, a sum necessary to bring the fee to the level of \$300 will be added to the student's account at the beginning of the next fall term. This fee, less deductions, if any, will be refunded after the student graduates. Refund of this fee will be made to enrolled students leaving the college before their senior year only in the following situations:

Table 4

### TUITION/ROOM AND BOARD/ACTIVITY FEE 1990-91

For the academic year of two semesters

	Day Student	Mary Hobbs Hall	Other Halls
Tuition (12-18 credits per semester)	\$9,340	\$9,340	\$9,340
Room and Board		3,802	3,922
Student Activity Fee	<u>200</u>	<u>200</u>	<u>200</u>
	\$9,540	\$13,342	\$13,462

### SPECIAL FEES

Application Fee	\$ 25	Late Payment Fee	\$ 25
Enrollment Fee	300	Key Deposit	25
Per Credit Tuition (fewer than 12)	290	Linen Deposit	20
Per Credit Overload Tuition (more than 18)	153	Motor Vehicle Registration	
Audit Fee (per credit)*	25	Residence Hall Student	20
Audit Fee (per course)* (Senior Citizens)	25	Day Student	10
Registration Fee (part-time students)	15	Insurance Premium**	
Late Registration Fee	10	Transcript Fee (per copy)	2
		Graduation Fee	30
		Duplicate Diploma Fee	15
		Late Fee on monthly payments (per payment)	10

\* Auditors pay no registration fee but pay course fees where applicable.

\*\* The specific premium for the academic year will be found on the student bill. All students involved in intercollegiate athletics are required to carry athletic insurance. Information about this coverage and its cost will be sent by the Athletic Department.

All fees are subject to adjustment.

- a) For reasons of health, on certification from the college physician;
- b) For students leaving the college at the end of the first semester, provided notification is given to the Dean of Students before November 15;
- c) For students leaving the college at the end of the academic year, provided notification is given to the Dean of Students before April 15;
- d) For students not permitted to return for academic reasons.

For any student who withdraws after the deadlines listed above, the fee will be credited to the student's account for one year. If the student does not return within one year, no refund will be made. Students who are uncertain about withdrawal should consult with the Dean of Students before the applicable deadline.

**Late Registration Fee.** A student who fails to complete registration on the day and at the time designated will be required to pay a late registration fee of \$10.

**Late Payment Fee.** A student who fails to complete payment of semester charges on or before the announced deadline will be subject to a late payment fee of \$25.

**Key Deposit.** A key fee of \$25 is required of all resident students. The fee is refundable when the student gives up his/her room and returns the original key. If a student loses a key, he/she will be billed for the key and lock replacement and for the cost to rekey related locks.

**Linen Service, Fee and Deposit.** Pillow cases, sheets and towels are furnished optionally by an outside linen service. If the service is not desired, students or parents must notify the Business Office, in writing, by August 15. Those desiring the service pay a required linen deposit, which will be refunded by the linen company upon return of linens when the student leaves school.

**Motor Vehicle Registration Fee.** For further information on motor vehicle registration and regulations, refer to the *Student Handbook*.

**Insurance Premium.** Refer to section on medical and accident insurance.

## MEDICAL AND ACCIDENT INSURANCE

Guilford College makes available Students' Medical and Accident Expenses Reimbursement Insurance (\$25 deductible). The policy provides up to \$2,000 medical expenses for each accident or sickness. Payment will be made commencing after \$25 in medical expenses for treatment performed within 12 months from the date of the accident or commencement of the sickness, provided such treatment begins within 90 days from the date of the accident or commencement of the sickness.

Details of the policy are subject to change each year. Information on details of coverage is provided during the summer preceding each academic year.

The premium for insurance will appear as an item on the first semester charges. Students or parents must notify the Business Office in writing by August 15 if such protection is not wanted.

## International Students

International students attending Guilford College full time are required to carry the basic sickness and accident policy and major medical coverage (\$10,000) maximum) available through the college plan. To be exempt from this coverage and the fee, a waiver form must be sent to the college Business Office by check-in day, indicating that the student has at least comparable coverage with a medical insurance company based in the United States.

## Athletes

Students participating in intercollegiate athletics are required to take Athletic Insurance coverage. Details are available from the Athletic Department and the Business Office.

## PAYMENT OF ACCOUNTS

Registration is not complete until all financial accounts are settled. The appropriate payment, based upon the payment plan selected, must be received by August 15 for the fall semester and by January 2 for the second semester to avoid a late payment penalty of \$25. Any student with an unpaid account 10 days after registration is subject to expulsion from the college.

## Installment Plans

Guilford offers special arrangements for parents who prefer to pay tuition and other school fees in monthly installments. The cost for the 10-month installment plan, with the initial payment due July 1, is two percent greater than when total payment is made in cash at the beginning of each semester. The additional cost of the 8-month plan, with the initial payment due August 1, is three percent greater. Those desiring either payment plan should make arrangements through the Business Office.

## REFUNDS AND ADJUSTMENTS

Subject to the adviser's approval, a student may change registration and add courses during the first week of classes.

Traditional age students not living on campus who reduce their course load below 12 credits during the first 21 days will have their charges changed and be billed on a per credit hour basis with the refund schedule as noted below.

However, traditional age students who withdraw from a full course load will continue to pay full-time tuition charges.

In the case of official withdrawal from the college, the following refund or adjustment schedules apply. Withdrawal from Guilford College for reasons other than academic or disciplinary suspension or dismissal is official only upon written notice to the Vice President for Student Development/Dean of Students. Official withdrawal forms are obtained from and returned to the office of the Dean of Students. A request to the Registrar for a transcript of credits shall be considered neither a notice of withdrawal from the college nor a cancellation of room and/or board reservation.

### Tuition

Refund of tuition is not made after the 21st day with the following exceptions: In the event of withdrawal because of death, serious physician-certifiable illness that prohibits continued enrollment, or dismissal for psychological reasons, refunds of tuition only will be based on a 10% charge per week or part thereof in attendance calculated from the first day of classes. (90% refund if withdrawal during the first week of classes; 10% refund if during the ninth week of classes; no refund thereafter).

<i>Calendar days (beginning with the first day of classes)</i>	<i>Percent of tuition refund applicable</i>
1 through 7	70%
8 through 14	50%
15 through 21	25%

(No refund after the 21st day)

### Room

There will be no refund or credit against room rental for the semester after the first day of classes. No refund or credit will be made to any student suspended or expelled from the college or residence hall for disciplinary, academic or financial reasons.

The college is not responsible for the student's personal belongings located on college property. Students are urged to obtain their own insurance policy or to check with their parent's policy to ensure that their personal belongings are covered for damage or theft while located on the Guilford campus.

## Board

Refunds for board payments are prorated on a weekly basis, calculated on Tuesday following the date of official withdrawal or dismissal from the college. The Student I.D. card must be returned to the Residential Life Office as part of the withdrawal process.

The Director of Food Services in coordination with the Assistant Dean of Students/Director of Residential Life is responsible for reviewing requests from students who present medical evidence requesting removal from the board plan for dietary reasons. Approval is required prior to a student's removal from the board plan.

### Student Activity Fee

There will be no refund of the activity fee after registration day.

### Course Fees

Course fees will be refunded in full during the first 21 days after the first day of college classes and then are nonrefundable.

### Proration of Financial Aid

Any financial aid grant given to a student who subsequently withdraws from school during the school year will be adjusted on the basis of the ratio of the total refund due, based on the date of withdrawal, to the total cost for the student.

## FINANCIAL AID

There are many students whose family resources are insufficient to meet the rising cost of a college education without special assistance. The Director of Student Financial Assistance and Planning and the Student Aid Committee of the faculty attempt to identify such students and arrange assistance for them consisting of scholarships, grants, loans and work opportunities.

About 35 percent of Guilford College students receive need-based financial assistance (averaging \$8,154 in 1988-89); about 33 percent more receive some type of financial assistance, such as merit awards or entitlements. All students benefit from income from endowment funds, since tuition and other expenses are lowered below actual costs.

### Basis of Awards

In granting or renewing financial aid, the Student Aid Committee takes into consideration both satisfactory academic performance and financial need, according to the terms of the particular scholarships available. Financial aid may be continued for students placed on academic probation. However, financial aid may be terminated unless a C (2.00) average is earned during each term of academic pro-

tion. Financial aid is not automatically continued but must be applied for each year.

## APPLICATION FOR AWARDS

Completed applications for financial aid must be received by the College Scholarship Service (CSS) a copy of the original application delivered to the Office of Student Financial Assistance and Planning at Guilford College by April 1.

Guilford evaluates financial need by the Financial Aid Form submitted through CSS. (Forms may be obtained from the high school counselor or directly from the Guilford College Office of Student Financial Assistance and Planning.)

Applications for scholarships and other financial assistance, or requests for additional information, should be addressed to:

Guilford College  
Director of Student Financial  
Assistance and Planning  
5800 West Friendly Avenue  
Greensboro, North Carolina 27410

## SCHOLARSHIPS AVAILABLE

### Honors Scholarships

The college awards up to 30 Honors Scholarships to students in each entering class. These highly competitive academic scholarships range from one-fourth to full tuition and are renewed for each of the four normal years of study, provided an overall grade point average of 3.00 or better is maintained.

### Residential Grants

Incoming freshmen who have demonstrated outstanding leadership during high school are eligible for renewable Presidential grants of \$500 to \$3,000 per year.

Leadership criteria include achievement in areas such as the arts, civic affairs, student government or student publications. Minimum academic qualifications include a cumulative SAT score of 1100 (or ACT equivalent), or a class rank in the top 15 percent in high school. Financial need is not a criterion.

Continued eligibility beyond freshman year depends on maintaining a grade point average of 3.00 or better.

Recommendations for awards are made by full-time professional staff or faculty within the college.

### Dana Scholarships

Dana Scholarships are awarded to outstanding overclassmen at the college. The amount of each award is based on need and may provide up to half tuition. To be eligible for consideration for a Dana scholarship, a student must have completed a full academic year or its equivalent at Guilford College,

have a cumulative 3.25 average and be nominated by students, faculty or administrative staff.

Selection is made by a faculty committee which takes into consideration a student's maturity, motivation, leadership and contribution to campus life. Dana Scholars who continue to meet these criteria and who are renominated for the award may be reappointed each year.

### George I. Alden

#### Excellence Scholarship

Established by the George I. Alden Trust of Worcester, Massachusetts. Provides an annual award of \$2,500 to a rising junior who has been enrolled at Guilford College for at least one year. Selection is based on outstanding character, intellect and scholarship.

### Dorothy & Stanley Frank Fellowship Program

Established in 1983 by Dorothy and Stanley Frank of Greensboro, North Carolina, for students with a spirit of entrepreneurship who are committed to the American free-enterprise system. Several scholarships awarded each year, ranging from \$1,500 to half tuition; renewable based on performance. Competitive applications; committee selection. Frank Fellows participate in a corporate mentorship program, as well as a specially designed internship experience.

### Aid for Quaker Students

To the extent that restricted Quaker funds are available, Guilford College follows the guidelines below for financial aid to Quaker ministers and students:

- 1) Recorded Quaker ministers serving North Carolina Friends Meetings who are degree-seeking students are eligible for financial assistance equal to the cost of full tuition up to and including 18 credits per semester. If the student attends college full time and receives the North Carolina Legislative Tuition Grant, the amount of Quaker funds will be reduced accordingly.
- 2) Candidates for the ministry may qualify for up to \$1,000 per year in loan/grant funds, according to need, if the sum awarded is matched by an equal contribution from the student's monthly, quarterly or yearly meeting—or a combination of these. If, after leaving Guilford College, the student is employed full time in a professional capacity in North Carolina Yearly Meeting, he/she may have the loan canceled on a proportionate basis.
- 3) Any Quaker student receiving need-based

assistance will be eligible to replace up to \$1,000 of the loan or work/study portion of the award package with a grant of \$500 from Quaker funds if his/her meeting provides matching funds.

Applications should be made to the Director of Student Financial Assistance and Planning.

## **AID TO NORTH CAROLINA RESIDENTS**

To qualify for North Carolina state grants, a student must have established legal residence (domicile) in North Carolina and maintained that legal residence for at least 12 months immediately prior to the beginning of the semester. Grants are not available for students who have earned a bachelor's degree or qualified for such a degree.

### **North Carolina Legislative Tuition Grant**

During the 1989-90 academic year, \$1,150 was credited to each full-time North Carolina student's account. Need is not a determining factor. The student must be an undergraduate enrolled for 12 or more credits on October 1 for the fall term and on the 11th day of the spring term.

### **North Carolina State Contractual Scholarship Fund**

The State of North Carolina provides scholarship assistance to needy North Carolina students attending private postsecondary institutions. During the 1989-90 academic year, \$322,650 was distributed on the basis of need to Guilford College students from North Carolina.

## **FEDERAL GRANTS, LOANS**

### **Pell Grant Program**

Administered by Guilford College. The amount of each grant ranges from \$250 to \$2,300 and is determined by a congressionally approved schedule. Application for a Pell Grant is made via the CSS Financial Aid Form.

### **Supplemental Educational Opportunity Grants (SEOG)**

Available for students from low income families with exceptional financial need who require these grants to attend college. Grants range from \$200 to \$2,000 a year, dependent on need, for a maximum duration of four academic years.

### **Carl Perkins National Direct Student Loan Program**

Loans to be repaid within 10 years with interest rate

of five percent. Payments begin six months after the student leaves school. Deferments may be granted with no interest to be charged for up to three years for a variety of postgraduate study and working experiences.

### **Stafford (Guaranteed) Student Loans**

Requests for these loans from the student's home bank or a state agency are certified through the college's Office of Student Financial Assistance and Planning.

## **TERI SUPPLEMENTAL LOAN PROGRAM**

Parents may finance up to full room, board, tuition and fees through The Educational Resources Institute (TERI) Supplemental Loan Program. Payments on principal can be deferred while the student is enrolled. Interest rates vary based on prime rates. Applications are available in the Office of Student Financial Assistance and Planning.

## **CONTINUING EDUCATION LOAN FUND**

The college offers to independent students enrolled through the Center for Continuing Education loan funds sufficient to cover up to 75 percent of their tuition charges. Students enrolled on at least a half-time basis whose family incomes are under \$30,000 are eligible to apply.

## **WORK OPPORTUNITIES**

Guilford College operates a Student Employment Service to assist students who need to work while in school. Placements are made in a variety of jobs, both on and off campus.

The college also administers a federally funded work-study program as well as a totally institution-funded work program for which students may qualify on the basis of need. Part-time work is available in the library, cafeteria, offices, laboratories, physical education center and maintenance.

Women students may reduce their expenses by rooming in Mary Hobbs Hall, a cooperative residence hall.

## **V. CENTER FOR CONTINUING EDUCATION**

Guilford College established the first educational program for nontraditional undergraduates in Greensboro more than 37 years ago.

High academic quality, personalized offerings, and an atmosphere of care and concern for the individual distinguish today's Center for Continuing Education (CCE).

Designed to meet the special needs of adult and

Working students, CCE provides academic support services including admission, registration, comprehensive academic advising, financial aid assistance, Adult Transitions course, study skills assistance and an active adult student government association.

Also available are an adult student lounge, baby-sitting services, senior citizen discounts, limited low-cost family housing and ample parking.

Office hours for CCE are 8:30 am-9 pm Mon. through Thurs. and 8:30 am-5 pm Fri. The CCE study lounge is open 7:30 am-10 pm Mon. through Thurs. and 7:30 am-5 pm Fri.

The CCE staff and the faculty members who teach continuing education students are aware of the special hurdles that adult students must often negotiate, and they are sensitive to both the strengths and the handicaps that frequently characterize these students.

This awareness, as well as the conviction that education, including the education of adults, is an expression of the college's mission, shapes continuing education at Guilford today.

## THE STUDENT BODY

CCE students come to Guilford College for a variety of reasons.

Some already have degrees and wish to increase their professional competence or to expand skills in new directions. Others transfer from two- and four-year institutions and plan to complete degrees. Some have never been to college and plan to work on a degree program, a certificate study or take courses for personal enrichment.

CCE students are enrolled in nearly every major, with a predominance in accounting, management, justice and policy studies, chemistry, physics and psychology.

Of approximately 550 full- or part-time CCE students, more than half live in Greensboro, and the rest commute from within a 35-mile radius. Sixty-one percent are female, and 39 percent are male. Half are between the ages of 23 and 35. The other half range from age 36 to 85.

A third are full-time students, even though many are employed full time as well. Three-fifths take evening classes only, one-fifth take day classes only, and one-fifth take a combination of day and evening classes.

## AREAS OF STUDY

CCE students are eligible to enroll in any course of study offered by Guilford College, day or evening.

Students able to attend classes during the day may select a major in any of the college's 29 academic degree programs.

For students unable to attend day classes, Guilford offers eight degree programs which may be

completed during evening hours—accounting, chemistry, geology, justice and policy studies, management, physics, psychology and sociology/anthropology.

A unique schedule generally allows students to carry a full load of 12 credits with classes only two evenings a week.

## THE CERTIFICATE OF STUDY PROGRAM

A student seeking a certificate of study takes four to ten courses in a clearly defined sequence. This program is designed for (a) the person who seeks an organized and well-planned learning experience but does not wish to embark upon a complete bachelor's degree program, or (b) the person who has completed undergraduate studies in one area, who does not wish to pursue a graduate degree but who does seek to develop one or more strong additional areas of expertise.

## THE EVENING SCHEDULE

The academic year at Guilford College is divided into two semesters (fall and spring) and a summer term.

During the fall and spring semesters, evening classes are offered four nights a week, following a Mon/Wed or Tues/Thurs pattern. Class sessions, 75 minutes in length, are scheduled between 6:00 pm and 10:05 pm. Thus, continuing education students can carry a full load (three courses, 12 credits) by attending classes only two evenings a week. Those who do carry a full load speed their progress toward a degree and, if legal residents of North Carolina working toward a first degree, are eligible to receive the North Carolina Legislative Tuition Grant.

A 10-week summer session is available, with classes meeting on Monday and Thursday nights only. Or two five-week summer sessions offer courses meeting four days or evenings a week, Monday through Thursday. In both cases, four class periods are scheduled for one hour and 50 minutes each, and 8 credits are considered a full-time load. Attending the summer session allows a full-time continuing education student to complete 32 credits within a 12-month period.

Students who prefer a lighter load may take one or two courses per evening during the fall and spring semesters and only one or none during the summer session.

## ADVISING AND COUNSELING

### Academic Advising

Academic advising is central to faculty-student relationships. From the freshman year onward, each student has an individual adviser and consul-

tation in course selection, study habits, program development and personal life is encouraged.

A full program of psychological counseling is available from two certified counselors.

For adult students, two academic advisers are available at the Center for Continuing Education for personal as well as professional counseling.

Potential students may consult with these advisers in order to determine which courses of study will best suit their interests and abilities. Transfer students may seek assistance in assessing previously earned credits and determining how these credits may count toward a Guilford degree.

Continuing education students may seek advice as to whether a lighter load is preferable to a full-time load, in view of prior preparation, work schedule or family responsibilities.

Appointments may be made with an academic adviser anytime between 8:30 am and 9 pm Mon. through Thurs., or 8:30 am and 5 pm Fri., by telephoning the Center for Continuing Education.

Students attending college for the first time work with the Continuing Education academic advisers throughout their initial year at Guilford. Transfer students from other educational institutions begin to plan their course of study with a faculty member in the major department after one semester. However, all evening students are invited to consult with the CCE advisers at any time.

### Career Development Center

CCE students may access any or all of the services of the Career Development Center for a one-time \$15 fee. (Internship consultation is free.) The fee is charged directly to the students' accounts in the Business Office.

### Counseling for Veterans

Counseling is available in the Student Financial Assistance and Planning Office regarding veteran benefits.

### Academic Skills Center

The Academic Skills Center (see page 8), is located in the Hege Memorial Library and is available day and evening by appointment to assist students with academic difficulties, especially in reading, mathematics, expository writing, study and test-taking skills, and time management.

The training in study skills offered by the center has proved successful in helping students long out of school manage the transition back into the classroom. A limited amount of peer tutoring in a wide range of academic subjects may be obtained without charge through the center.

### Re-entry Assistance

**Adult Transitions Course.** A four-credit course, Adults in Transition, has been designed to assist

adults who have been out of school several years in making a smooth transition to the classroom. Included in the course are writing skills, learning styles inventory, study of adult developmental stages, and encouragement and support for class discussion.

### STUDENT GOVERNMENT

The Center for Continuing Education Student Government Association (SGA) is composed of all students registered for college credit work through the Center for Continuing Education.

The association exists to serve the welfare and interests of its members, working toward the establishment of a community supportive of the continuing education of adults. Among its activities is the sponsorship of social and cultural events for working students whose free time is typically severely constrained.

The Student Government Association operates under the direction of an 11-member Executive Board. The Executive Board derives its authority from the president of the college and is responsible for the allocation of continuing education student activity fees.

### ADDITIONAL SERVICES AND ACTIVITIES

#### Student Lounge

A comfortable, well-lighted study and activities lounge is provided for CCE students in Hendricks Hall—with free coffee and a telephone for local calls. Building hours are 7:30 am-10 pm when classes are in session. The building is closed on weekends, starting at 5:00 pm Friday.

#### Baby-sitting Service

This low-cost service is offered to children of Guilford College students by appointment. Sitters are Guilford students, trained and supervised by CCE. The service is available only when classes are in session.

#### Food Service

Food service is available during specified hours in the cafeteria, located on the main floor of Founders, or in the grill (known as the Underground), located in the basement of Founders Hall. A schedule of fees may be obtained from the food service manager.

#### Extracurricular Activities

Continuing education students may participate in the academic departmental clubs and activities, intramurals, choir, and all SGA sponsored events and activities.

The Physical Education Center offers full-time CCE students and their families access to all recrea-



tual facilities for a reduced fee. Part-time students enrolled for five or more credit hours have access for themselves for a slightly higher fee than full-timers.

## ADMISSION

Persons wishing to attend Guilford College through the Center for Continuing Education may seek admission as degree candidates, college graduates, special advisees, or auditors.

### Degree Candidates

Students who wish to pursue a degree program are expected to furnish transcripts of all scholastic work attempted since entering high school and scores from the Scholastic Aptitude testing program of the College Entrance Examination Board or the test of the American College Testing Program, where available.

Prospective CCE students who plan to work toward a degree without prior college work or recent test scores will be asked to take the School College Ability Test at the time they apply for admission to Guilford.

**College Graduates.** Individuals who already have college degrees are welcome to apply to Guilford for further study. Anyone who plans to pursue a second degree must submit transcripts of all previous college work. Anyone who is pursuing a Certificate of Study or taking courses for personal or professional interest need only furnish an official transcript showing the degree previously received.

### Special Advisees

Those who have been out of school for a number of years and cannot, by the college's standards, be evaluated adequately on the basis of their past academic records or test scores may seek admission as "Special Advisees." Such applicants are expected to submit past academic records; however, the college waives its usual requirement regarding test scores for persons seeking to enroll under this arrangement. The college also provides special counseling when needed and permits the special advisee to demonstrate the ability to perform college-level work successfully.

### Auditors

Those who wish to pursue college-level work without grades or college credit may enroll on a non-credit basis. These persons need furnish none of the credentials required of degree candidates. They may register to audit courses on a space-available basis the first day of classes, or they may attend certain courses for a flat fee once enrollment for those courses has been established.

For application materials, write to:

Guilford College  
CCE Admission Office  
5800 West Friendly Avenue  
Greensboro, North Carolina 27410

Or telephone (919) 292-5511  
or (800)992-7759.

## CCE TUITION AND FEES:

### FALL SEMESTER 1990-91

Fee Per Credit	\$153
Application Fee	25
Registration Fee	15
Activity Fee	15
Late Payment Fee	5
Audit Fee (per credit)	25
Sr. Citizens Audit Fee (per course)	25
Graduation Fee	30
Duplicate Diploma Fee	15
Insurance (upon request at registration if taking 10 or more credits)*	
Monthly Payment Plan	
Service Charge	3% add-on
Motor Vehicle Registration (Annual)	
Commuting Student	
First sticker	10
Each additional sticker	5

\*Specific premium for the academic year will be known at a later date.

All fees are subject to adjustment.

A continuing education student who elects to live in college housing (except for Frazier Apartments) must transfer to the residential campus and pay all applicable tuition and fees.

A continuing education student who elects to participate in intercollegiate athletics must transfer to the residential campus.

## REFUNDS AND ADJUSTMENTS

Subject to the adviser's approval, a student may change registration and add courses during the first week of classes.

During the first 21 days of the semester, CCE students who remain enrolled at Guilford for at least 4 credit hours obtain a full refund for up to 8 credits dropped. After the 21st day, no refund will be given.

Students who remain in school but who withdraw from more than 8 credits (net) will be subject to the following refund schedule for any additional credits dropped.

Students withdrawing completely from Guilford College will also be subject to the following refund schedule.

## Tuition

<i>Calendar days (beginning with the first day of classes)</i>	<i>Percent of tuition refund applicable</i>
1 through 7	70%
8 through 14	50%
15 through 21	25%

(No refund after the 21st day)

Refund of tuition is not made after the 21st day with the following exceptions: In the event of withdrawal because of death, serious physician-certifiable illness that prohibits continued enrollment, or dismissal for psychological reasons, refunds of tuition only will be based on a 10% charge per week or part thereof in attendance calculated from the first day of classes (90% refund if withdrawal during the first week of classes; 10% refund if during the ninth week of classes; no refund thereafter).

If a CCE student is transferred at the initiative of the employer to a job location more than 50 miles from Greensboro, a refund of tuition will be granted based on a 10% charge per week or part thereof in attendance (90% refund for first week of classes through 10% refund for the ninth week of classes. No refund after the ninth week of classes.)

If a CCE student registers for a course or courses and does not attend a class, the student will not be charged any tuition.

## Student Activity Fee

There will be no refund of the activity fee after registration day.

## Course Fees

Course fees will be refunded in full during the first 21 days after the first day of college classes and then are nonrefundable.

## Registration Fee

The Continuing Education registration fee is payable at preregistration and is nonrefundable.

## PAYMENT OF ACCOUNTS

Registration is not complete until all financial accounts are settled. Payment or proper arrangements with the Business Office must be completed by registration day to avoid a late payment penalty. Students electing to utilize a monthly payment plan with earlier due dates would meet the appropriate deadlines.

Any student with an unpaid account 10 days after registration is subject to expulsion from the college.

## CONTINUING EDUCATION LOAN FUND

The college offers to independent students enrolled through the Center for Continuing Education loan funds sufficient to cover up to 75% of their tuition charges. Students enrolled on at least a half-time basis whose family incomes are under \$30,000 are eligible to apply.

## I. DEPARTMENTAL PROGRAMS

The "course" is the basic unit of instruction and measurement of academic progress at Guilford College. Almost all courses carry 4 credits (the equivalent of four semester hours). Exceptions include some sport studies courses, off-campus seminars, some independent study projects and seminars in some departments.

Normally, 100 level courses are introductory courses, 200 level courses are sophomore courses, 300 and 400 level courses are junior and senior courses. Freshmen may not enroll in 300 or 400 level courses unless they demonstrate exceptional maturity and/or background in the discipline.

Departmental course offerings are listed in this section. The following order is observed: course number, descriptive title, any cross listing(s) of the course, and credits awarded for the course. Noted at the end of the course description are prerequisites and any general college requirements to which the course applies. For a course taught in alternate years, the next date when the course will be offered generally indicated.

## ACCOUNTING

*William Grubbs, Associate Professor, Chair*

*J. Garland Granger III, Raymond E. Johnson, Doris*

*M. Merrick, Assistant Professors*

With the increasing complexity of business, government and industry demands that able, well-educated persons be available to assume positions of responsibility. The preparation that accounting students receive at Guilford College – the breadth of liberal arts courses as well as the specialization in accounting – is designed to qualify them to cope successfully with today's ever-changing environment. Graduates of the program can seek the challenge of a career in public accounting or respond to the demand for persons in industrial and governmental accounting. Others choose to use their accounting background as a way of joining the ranks of management in various organizations.

A Bachelor of Science degree is offered to all students; the Bachelor of Administrative Science degree is offered to Center for Continuing Education students only. The Bachelor of Science degree program consists of eight major and five related field courses. The Bachelor of Administrative Science degree program consists of eight major and six related field courses.

Required major courses for both degrees are Principles of Accounting I, Intermediate Accounting I, II and III and Cost Accounting, plus three accounting electives at the junior and senior level. Required related field courses are Principles of Economics (Economics 221-222), Computers and

Management (Management 241), and Financial Management I (Management 332); in addition, a second junior or senior level related field course is needed for the B.A.S. degree. Elementary Statistics (Mathematics 112) or equivalent is required for both degrees; this course may be used to satisfy part of the related field as well as part of the science distribution requirement. Careful selection of other courses in the major and in the related field enables students to tailor the program to their individual career objectives.

A minor in accounting consists of four accounting courses. Three of these courses must be taken at the junior or senior level.

Students who plan to sit for the Certified Public Accountant examination are advised to examine the requirements of the state in which they plan to qualify. The accounting courses offered at Guilford are designed to satisfy course requirements set by the North Carolina Board of C.P.A. Examiners.

**201 Principles of Accounting I. 4.** Fundamental accounting concepts as applied to business enterprises. Emphasis on analysis and recording of transactions and preparation of financial statements.

**202 Principles of Accounting II. 4.** Interpretation and utilization of accounting data for management decision-making. Emphasis on analysis of financial statements, budgeting and cost-volume profit relationships. Prerequisite: Accounting 201.

**301 Intermediate Accounting I. 4.** Theory and application of financial accounting. Emphasis on the accounting cycle, financial statement presentations -- the statement of financial position and the income statement. Prerequisite: Accounting 201.

**302 Intermediate Accounting II. 4.** Theory and application of financial accounting. Emphasis on current assets and liabilities, intangible assets, operational assets and corporate equity accounts. Prerequisite: Accounting 301.

**303 Intermediate Accounting III. 4.** Theory and application of financial accounting. Emphasis on long-term investments and liabilities, changes in financial position, pension costs, leases, current-value accounting and partnerships. Prerequisite: Accounting 302.

**311 Cost Accounting. 4.** Development and use of production costs in planning, controlling and decision-making. Prerequisite: Accounting 201.

**321 Taxation of Individuals. 4.** Principles of federal income tax laws relating to individuals. Prerequisite: Accounting 201.

**322 Taxation of Corporations and Partnerships.** 4. Principles of federal tax laws affecting corporations, shareholders and partnerships. Prerequisite: Accounting 321 recommended.

**401 Advanced Accounting.** 4. Accounting and reporting for consolidated corporations, partnerships, multi-national enterprises and nonprofit organizations. Prerequisite: Accounting 303.

**411 Auditing.** 4. The independent auditor's examination of the accounting control system and other evidence as a basis for expressing an opinion on a client's financial statements. Basic audit objectives, standards, ethics, terminology, procedures and reports. Prerequisite: Accounting 303.

**421 C.P.A. Problems.** 4. General and specialized problems in accounting and related fields which constitute the subject matter of the C.P.A. examinations in accounting practice and theory. Prerequisite: all required courses in accounting and related subjects.

**422 C.P.A. Law.** 4. General and specialized topics in business law which constitute the subject matter of the C.P.A. examination in that area. Topics include contracts, negotiable instruments, agency and the accountant's legal liability. Prerequisite: senior standing or consent of the department.

**431 Accounting Theory.** 4. Theories of valuation, income determination and financial statement presentations. Emphasis on current accounting issues and the related professional literature. Prerequisite: Accounting 303.

**450 Special Topics.** 4. May also be offered at 250 level.

**460 Independent Study.** 1-4. May also be offered at 260 level.

**461 Accounting Policy.** 4. A study of existing and emerging issues in financial accounting and reporting as they relate to conceptual, institutional and policy variables. Case studies are used to examine financial controversies, practices, standards and decisions in accounting policy formulation.

Students are encouraged to consult the summer school catalog for offerings during that term.

## ART

Roy H. Nydorf, Associate Professor, Chair  
Adele Wayman, Associate Professor  
E. George Lorio, Assistant Professor

The art department seeks to develop a studio program of high quality for its majors as well as to develop an awareness and appreciation of art in all students.

Art majors may concentrate in one of three areas: painting, printmaking or sculpture. A concentration in ceramics or photography (for an A.B. degree only) may be arranged with the department chairperson, subject to the approval of the Academic Dean.

Two degrees in studio art are offered. The Bachelor of Arts is for students who prefer a major in art in addition to a broad liberal arts background. The Bachelor of Fine Arts is designed for students primarily interested in becoming professional artists or in entering graduate school in studio art. It is supplemented by consortium programs.

Twelve courses are required for the studio art major seeking an A.B. degree. Four foundation courses are required: Introduction to Visual Arts, Design I, Design II (Color Design) or Introduction to Three-Dimensional Forms, and Drawing I. In addition, students take three courses and Senior Thesis I, Art 480, in their chosen concentration; two art history courses; and two studio courses in areas other than their concentration. A senior thesis exhibition also is required.

Twenty-one courses are required for the B.F.A. degree, which emphasizes a more intense study of studio art. Five foundation courses are required: Introduction to Visual Arts, Design I and II, and Drawing I and II. Seven courses must be completed in the student's chosen concentration; two of them must be Senior Thesis I and II, Art 480 and 481. Three art history courses also are required. In addition, students take six studio art courses in areas other than their concentration. A senior exhibition is required. This advanced degree cannot be completed in less than four and a half years.

**100 Introduction to Visual Arts.** 4. Overview of the principal visual arts, including their aesthetic qualities, structural forms, historical roles. Fulfills creative arts requirement.

**101 Artists, Materials and Ideas.** 4. Interaction between the creative process, the materials and the art product. Selected artists studied. Fulfills creative arts requirement.

**102 Design I.** 4. Fundamentals of design in two dimensional media in black and white. Fulfills creative arts requirement.

**103 Design II (Color Design).** 4. Continuation of Design I. Emphasis on color. Prerequisite: Art 102.

**104 Drawing I.** 4. Basic principles of drawing in various media stressing the relationship of observation

on, materials and methods to form. Fulfills creative arts requirement.

**05 Drawing II. 4.** Continuation of Drawing I. Exploration of creative concepts of expression. Prerequisite: Art 104.

**00 Painting I. 4.** Fundamentals of painting; relationship of materials, techniques and ideas to visual expression. Oil and/or acrylic media explored. Prerequisite: Art 102 or 104.

**01 Painting II. 4.** Continuation of Painting I, emphasizing integration of basic pictorial concepts and including the figure in total context. Prerequisite: Art 200.

**04 Life Drawing I. 4.** Figure drawing; stress on integration of formal, expressive, structural aspects of anatomy. Prerequisite: Art 104.

**05 Life Drawing II. 4.** Continuation of Life Drawing I, emphasizing composition and expression. Prerequisite: Art 204.

**21 Printmaking I. 4.** Printmaking processes of relief printing, including linoleum, wood-block, monotype. Prerequisite: Art 104 or consent of the instructor.

**22 Printmaking II. 4.** Color monotype, collage, serigraph, embossing. Prerequisite: Art 221.

**23 Printmaking III. 4.** Intaglio printmaking processes, including etching on hard and soft ground techniques, aquatint and drypoint. Prerequisite: Art 221.

**24 Printmaking IV. 4.** Advanced color intaglio printmaking with emphasis on the creation of a complex color image. Multi-plate printing, relief stencil, viscosity color techniques introduced and explored. Prerequisite: Art 223.

**25 Printmaking V. 4.** Lithographic stone printmaking processes, including pencil and tuche techniques.

**26 Printmaking VI. 4.** Advanced printmaking; exploration of techniques in selected printmaking media with emphasis on personal expression. Prerequisite: Art 221, 222, 223 or 224.

**248 Three-Dimensional Design. 4.** Materials, techniques and concepts of three-dimensional design. Fulfills creative arts requirement.

**251 Sculpture I. 4.** Introduction of tools and techniques of subtractive sculpture in plaster, wood and

stone. Modeling in clay will complement form study. Prerequisite: Art 248 or consent of the instructor.

**252 Sculpture II. 4.** Construction processes in sculpture including wood, found material, metal. Prerequisite: Art 248 or consent of the instructor.

**253 Sculpture III. 4.** Exploration of media in relation to form and personal expression. Prerequisite: Art 252.

**270 Art History Survey I. 4.** Major stylistic periods of art including prehistoric, ancient and medieval art. Fulfills creative arts requirement.

**271 Art History Survey II. 4.** European art from the Renaissance through Impressionism. Fulfills creative arts requirement.

**290 Internship. 4.** Majors with advanced standing may petition the department to receive academic credit for internship experiences. Adviser conferences, mid-semester progress reviews and final art staff critiques are required.

**300 Painting III. 4.** Exploration of media in relation to form and personal expression. Individual critiques. Prerequisite: Art 201.

**301 Painting IV. 4.** Formal and philosophical problems of painting; emphasis on individual direction. Individual and group critiques. Prerequisite: Art 300.

**320 Chinese and Japanese Painting. 4.** Major artists and cultural characteristics of these two traditions. Fulfills creative arts or intercultural requirement.

**330 Photography I. 4.** Materials, equipment and basic techniques in black and white still photography. Design in pictorial format stressed.

**331 Photography II. 4.** Special techniques in photographic expression; technical and aesthetic possibilities of color, including hand-tinting, toning and non-silver processes. Prerequisite: Art 330.

**340 Ceramics I. 4.** Introduction to ceramic processes; hand-building, throwing, sculptural forms, glazing and firing.

**341 Ceramics II. 4.** Advanced ceramic techniques; throwing on the wheel, glaze preparation and formulation, kiln operation. Prerequisite: Art 340 or consent of the instructor.

**372 Renaissance Art History. 4.** Major artists and

stylistic trends of 15th- and 16th-century Italian and Northern Renaissance art. Fulfills creative arts requirement.

**373 Modern Art History. 4.** Major artists and art movements from 1860 to the present. Fulfills creative arts requirement.

**450 Special Topics. 4.** May also be offered at 250 level.

**477 New York Art Seminar. 1.** One-week seminar on the visual arts, stressing dialogue with art and artists in New York City studios, museums and galleries. Course planned to acquaint students with the making and promotion of the visual arts.

**480-481 Senior Thesis I, II. 4,4.** Students choose the focus of this course. A written statement of aims must be submitted to the department for approval within the first two weeks of the semester. Students are expected to work independently and complete projects which demonstrate technical proficiency and originality of concept. Adviser conferences, mid-semester progress reviews and final art staff critiques required. Prerequisites: advanced standing and consent of department chair.

Selected studio art and art history courses are offered during evening as well as daytime hours.

## BIOLOGY

*William E. Fulcher, Professor, Chair*

*Jacqueline Ludel, Professor*

*Frank P. Keegan, Lynn J. Moseley, Charles G. Smith,*  
*Associate Professors*

The biology department seeks to provide students with a good foundation in the biological sciences. The curriculum is designed so that all students take certain basic courses and then pursue more advanced courses according to their own interests. This flexibility enables students to prepare for graduate school; for medical, dental and other professional schools; for careers in many different areas of biology; or for the teaching of biology at the secondary level.

A major in biology consists of eight 4-credit courses, including General Botany, General Zoology and Cell Biology. Five additional biology courses are chosen by students in consultation with their advisers. Either the sequence 341/342 or 221/431 may count toward the major, but not both.

Biology majors are required to take one year of mathematics (Calculus I and II, or Calculus I and Statistics are recommended), one year of chemistry and one year of physics as a cluster of related courses.

A combined degree program in medical tech-

nology and a cooperative program for physician assistants are available. Through an arrangement with Duke University School of Forestry and Environmental Studies, a degree completion program and a master's degree program in forestry are available. Students who have completed an approved anesthesia program for nurses may continue their college work at Guilford, applying many credits previously earned toward a B.S. degree in biology.

Many biology courses involve field work and off-campus field trips. Expanded study and research opportunities are available at the North Carolina coast, in the mountains and in adjacent states.

Biology majors are encouraged to pursue independent research projects under the supervision of a biology faculty member. This research can lead to the writing of a thesis during the senior year, Biology 470, Senior Thesis, or to honors in biology, Biology 490, Departmental Honors. In addition there are numerous opportunities for student participation in independent studies and internships.

**114 General Zoology. 4.** Introductory study of the biology of selected vertebrates and invertebrates including basic concepts of evolution, genetics, cell structure, ecology and ethology. Laboratory includes work with living and preserved animals and emphasizes anatomy, physiology and taxonomy of representative phyla. Fulfills laboratory science requirement.

**115 General Botany. 4.** Introductory study of the plant kingdom including morphology, anatomy, physiology, ecology and evolution. Laboratory study includes experiments and observation of typical species of plants and morphology, anatomy and taxonomy. Fulfills laboratory science requirement.

**209 Human Biology. 4.** An introductory study of the human body, including the basic structure and function of the major organ systems (nervous, endocrine, circulatory, reproductive, etc.) and the effects of diet, exercise, stress and environmental change on human health. Does not count toward the major. Fulfills nonlaboratory science requirement.

**210 Plants and Society. 4.** Study of the history, geographic distribution, structure and phylogenetic relationships of plants which are of value to man. This will include plants used for food, flavoring, beverages, drugs, fibers, wood and other plant products. The practical aspects of the use of plants and plant materials also will be included. Does not count toward the major. Fulfills nonlaboratory science requirement.

**211 Genetics and Society. 4.** Study of genetics and evolutionary thought with special emphasis on

their implications for human society. Evolution, the cell as a unit of life, the principles of heredity, genetic engineering and the inheritance of genetic diseases. Does not count toward the major. Fulfills nonlaboratory science requirement.

**12 Environmental Science. 4.** Study of the structure and function of ecosystems with reference to energy flow, nutrient cycling, population growth and regulation, and community organization and dynamics. Particular emphasis on the relation of man to the ecosphere. Does not count toward the major. Fulfills nonlaboratory science requirement.

**13 Cell Biology. 4.** A study of the structure and function of eukaryotic cells including: microscopic structure, biochemical components, the organization of macromolecules into cellular organelles and the coordinated function of organelles in the living cell. Includes a detailed study of chromosome structure and function, and DNA, RNA and protein synthesis. Laboratory techniques such as microscopy, cytochemistry, spectrophotometry, centrifugation and biochemical analysis are utilized. Prerequisite: Chemistry 111.

**221 Comparative Vertebrate Anatomy. 4.** Brief survey of the main classes of vertebrates; detailed comparative study of the major vertebrate organ systems. Prerequisite: Biology 114. Alternate years beginning 1990-91.

**222 Developmental Biology. 4.** Detailed study of gametogenesis, fertilization, cleavage, gastrulation, neurulation, germ layer formation, and organogenesis. Comparative study in the laboratory of the development of the frog, chick, pig and man. Prerequisite: Biology 114. Alternate years beginning 1991-92.

**245 Introduction to Forensic Science. 4.** In-depth study of the application of the biological, chemical and physical sciences to the examination of forensic evidence. Provides the student with a firm understanding of the various tests used in criminal investigations, and the applicability and utility of these tests. Explores the underlying physiological and biochemical basis for forensic methods. Laboratory experiences include human tissue analysis, spectrophotometric methods and drug identification. Does not count toward the major. Fulfills the laboratory science requirement. Offered when demand and scheduling permit.

**324 Field Botany. 4.** Taxonomic study of vascular plants involving classification, collection and identification in the field and laboratory. Prerequisite: Biology 115 or consent of the instructor. Spring.

**325 Nonvascular Plants. 4.** Advanced study of non-vascular plants with emphasis on morphology, anatomy and phylogeny of algae, fungi and bryophytes. Prerequisite: Biology 115. Alternate years beginning 1991-92.

**326 Vascular Plants. 4.** Advanced study of vascular plants with emphasis on their morphology, anatomy and phylogeny. Prerequisite: Biology 115. Alternate years beginning 1991-92.

**331 Entomology. 4.** An introductory course in entomology which includes: insect identification and taxonomy, morphology, physiology and ecology of insects. A survey of insect control and the relationships of insects to man is also included. Laboratory work will involve work in the field as well as in the laboratory. Prerequisite: Biology 114. Offered when demand and scheduling permit.

**332 Invertebrate Zoology. 4.** Advanced study of invertebrate phyla with emphasis on taxonomy, physiology and ecology of the several groups. Prerequisite: Biology 114. Offered when demand and scheduling permit.

**334 Animal Behavior. 4.** The zoological approach to the study of animal behavior. Topics covered in class include the history of ethology, behavioral ecology, types of social organization and communication in animals, and the evolution of behavior in selected species. The laboratory section of the course will provide opportunities for students to observe and record the behavior of a variety of animals in the field and in the lab. Quantitative techniques for analyzing ethological data will be introduced in the laboratory. Prerequisite: Biology 114. Alternate years beginning 1991-92.

**335 Vertebrate Field Zoology. 4.** Advanced study of vertebrates, emphasizing morphology, taxonomy, ecology and behavior of representative species. Laboratory work includes field studies of the major groups of North Carolina vertebrates. Prerequisite: Biology 114. Alternate years beginning 1990-91.

**336 Ornithology. 4.** In-depth study of evolution, anatomy, physiology, ecology and behavior of birds as unique vertebrates adapted for flight. Laboratory involves extensive field work in identification of birds in various habitats. Prerequisite: Biology 114.

**340 Psychobiology (Psychology 340). 4.**

**341 Human Anatomy and Physiology I. 4.** Detailed study of the structure and function of human nervous, sensory, endocrine, integumentary, skele-

tal, muscular and respiratory systems. Prerequisite: Biology 114.

**342 Human Anatomy and Physiology II. 4.** Detailed study of the structure and function of human cardiovascular, lymphatic, immune, digestive, excretory and reproductive systems. Prerequisite: Biology 341.

**343 Sensory Systems (Psychology 343). 4.**

**431 Animal Physiology. 4.** The various physiological processes characteristic of living organisms; functioning of the individual organ systems with emphasis on interrelationships between organ systems and functioning of organ systems in the maintenance of homeostasis, selected topics in comparative vertebrate physiology. Prerequisites: Biology 114, 213. Alternate years beginning 1990-91.

**433 Microbiology. 4.** Structure, classification, nutrition and biochemistry of microorganisms, especially bacteria and viruses. Processes of viral infection, bacterial sporulation and genetic exchange are examined. Emphasis is placed on microorganisms causing human disease, and a substantial part of the course deals with host defense mechanisms and the function of the human immune system. Methods of isolation, characterization and identification of microorganisms, and techniques of sterilization and disinfection are explored in the laboratory. Fall.

**434 Biochemistry (Chemistry 434). 4.** Chemical structure and physiological function of the biochemical building blocks of living organisms; correlation of structure and function of proteins, carbohydrates, lipids and nucleic acids; emphasis on lipid metabolism and biochemical pathways of nucleic acid synthesis; includes a study of the molecular basis of cancer. Techniques used in the isolation and identification of proteins, lipids and nucleic acids are explored in the laboratory. Prerequisite: Chemistry 112. Spring.

**438 General Ecology. 4.** Basic ecological principles governing the structure and function of populations, communities and ecosystems. Prerequisites: Biology 114 and 115. Alternate years beginning 1990-91.

**443 Genetics. 4.** A study of the components of the hereditary system and their functions – chromosome structure, mitosis, meiosis, crossing-over, chromosome mapping, gene fine structure, control of gene expression and gene mutation. Mendelian and extranuclear inheritance, population genetics and human genetic traits and diseases are explored. Bacterial, viral, insect and plant materials are uti-

lized in the laboratory. Prerequisite: Chemistry 111. Fall.

**450 Special Topics. 4.** Possible courses include: Cetology, Ichthyology, Dendrology, Social Behavior and Communication. May also be offered at the 250 level.

**460 Independent Study. 1-4.** May also be offered at the 260 level.

**470 Senior Thesis. 1-4.** Individual experience in biological research and writing of a professional paper.

**490 Departmental Honors.**

## CHEMISTRY

*David F. Machnes Jr., Associate Professor, Chair*  
*Todd E. Woerner, Assistant Professor*

The chemistry department seeks to serve students with many diverse interests. Its courses endeavor to give insights into the chemist's activity and role in society; to equip majors with the tools needed for graduate work, teaching or industry; and to provide those going into allied science and health fields with the requisite skills and understanding. Use of instrumentation and computers is encouraged at all levels.

The major in chemistry includes Chemical Principles I and II, Chemical Analysis, Metals and Metal Complexes, Organic Chemistry I and II, Modern Analytical Techniques, Organic Laboratory Techniques, Thermodynamics, Senior Seminar and one advanced course (Nuclear Chemistry, Chemical Bonding, Biochemistry or certain other courses offered occasionally at Guilford or at consortium colleges). Majors are encouraged to carry out an independent study project or to participate in an industrial or governmental internship at some time during their last two years.

At least two mathematics courses (Calculus I and II) and two physics courses constitute the related field. Additional courses in these fields as well as in chemistry are strongly encouraged for students interested in graduate study. Languages most useful for chemistry are German, Russian, Japanese and French. Courses in chemistry beyond Chemical Principles II are offered in the evening on a rotating basis to enable continuing education students to complete a chemistry major.

The department offers a course in industrial chemistry to satisfy the growing interest of both science majors and nonscientists.

To recognize superior work in chemistry, the department annually offers a national prize for outstanding achievement to a student in general



chemistry and the Ljung Scholarship to a chemistry major. In addition, the department selects a senior the Outstanding Student Award given by the North Carolina Institute of Chemists.

The Harvey Ljung Chemistry Lecture is delivered each year by a nationally recognized chemist.

**1 Chemical Principles I. 4.** Basic principles of chemistry, periodicity, bonding and energy relations. Fulfills laboratory science requirement.

**2 Chemical Principles II. 4.** Molecular and atomic equilibria, kinetics and mechanisms, introduction to organic and biochemical systems. Prerequisite: Chemistry 111. Fulfills laboratory science requirement.

**10 Chemical Industry Awareness. 4.** The chemical perspective in a technological society. Development of chemical literacy by non-chemists to enable them to make intelligent choices on how chemistry will be used in our society. Science majors learn about industrial use of science and how to communicate with nonscientists. Fulfills nonlaboratory science requirement.

**21 Chemical Analysis. 2.** Quantitative analytical separations and analysis, volumetric and instrumental techniques as applied to environmental studies. Prerequisite: Chemistry 112.

**22 Metals and Metal Complexes. 4.** The metallic state, metal complexes, stereochemistry, elementary crystallography and spectroscopy. The laboratory centers on metal complexes, their synthesis, structure, properties and analysis. Prerequisite: Chemistry 112.

**25 Modern Analytical Techniques. 2.** Laboratory course involving instrumental and volumetric methods of chemical analysis, separation techniques, and computerized data acquisition and analysis. Corequisite: Chemistry 321.

**20 Nuclear Chemistry. 4.** Theory, techniques and instrumentation of radiochemistry, radiation chemistry and stable isotope effects. Prerequisite: Chemistry 112.

**21-322 Organic Chemistry I, II. 4, 4.** Chemistry of carbon compounds, preparation, sources, uses and laboratory techniques, including polarimetry, IR, NMR, mass spectrometry and gas chromatography. Prerequisite: Chemistry 112.

**25 Organic Laboratory Techniques. 2.** Laboratory course involving synthesis and characteriza-

tion of organic compounds, spectroscopic analysis and other modern instrumental techniques. Corequisite: Chemistry 321.

**335 History of Science. 4.** The development of certain major scientific concepts such as atomism, evolution and cosmology, from ancient times to the present. Emphasis on interrelationship between scientific ideas and technical knowledge, philosophical presuppositions and religious beliefs current in the same period. Contrasts between Eastern and Western approaches to science. Not applicable to chemistry major. Prerequisites: sophomore standing, one semester of history, one semester of science. Fulfills nonlaboratory science requirement.

**400 Senior Seminar. 2.** Library work, discussion of recent advances in chemistry. Recent topics include space chemistry, pollution, conductive polymers, ethics in chemistry. Required of majors.

**420 Polymer Chemistry. 4.** Synthesis, characterization, properties and uses of modern synthetic polymers. Current topics in polymer research and development such as biomedical polymers, space-age polymers and the use of polymers in electronics will be examined. Prerequisite: Chemistry 321.

**421 Thermodynamics. 4.** Classical and statistical thermodynamics, ideal and real gases, liquids and solutions, phases, theories of solutions and equilibrium. Prerequisites: Chemistry 221, two semesters of physics, and at least one semester of calculus.

**422 Chemical Bonding. 4.** Bonding, quantum mechanics, spectroscopy. Prerequisite: Chemistry 421.

**425 Physical Chemistry Laboratory. 2.** Techniques and experiments in physical chemistry including gasses, thermochemistry, phases, kinetics, spectroscopy and electrochemistry. Corequisite: Chemistry 421.

**434 Biochemistry (Biology 434). 4.**

**450 Special Topics. 4.** Recent courses include Chemistry of Coastal Waters, Mercury in Chemistry and the Environment, Charleston field trip and FORTH language. May also be offered at 250 level.

**460 Independent Study. 1-4.** Recent topics include Photoredox Chemistry, Alchemy Processes, Conducting Polymers. May also be offered at 260 level.

**490 Departmental Honors.**

## CLASSICS

*Ann F. Deagon, Hege Professor of Humanities, Chair*

Classics courses involve students in a multilevel study of the languages, literature, history and culture of the classical world, leading to a fuller awareness of our humanistic heritage. The interdisciplinary nature of classical studies should contribute to the student's perception of the interrelatedness of various fields of contemporary knowledge and activity.

Classics students are encouraged to participate in an overseas program in Greece or Italy and to take advantage of consortium classics offerings.

**230 Classical Civilization. 4.** Examination of types of evidence and varieties of scholarship and imagination used in the attempt to reconstruct the world of Greece and Rome. Attention given to mythology, art, literature and scientific thought as well as archaeology and history. Fulfills history requirement. Alternate years beginning 1988-89.

### 250 Special Topics. 4.

**301 Classical Literature in Translation. 4.** Masterpieces from Greek and Roman literature; their relationship to the history and thought of the ancient world. Counts toward humanities requirement. Alternate years beginning 1991-92.

**302 Classical Mythology. 4.** Greek mythology from its primitive origins; its role in the literature, life and thought of the ancient world; discussion of mythological theories in relation to various disciplines. Counts toward humanities requirement. Alternate years beginning 1991-92.

**460 Independent Study. 1-4.** Recent topics include Euripides, Homer, Virgil. May also be offered at 260 level.

**Classical Languages.** Course offerings in classical languages enable the student to fulfill the foreign language requirement through the study of either Greek or Latin 102.

## Greek

**101 Introductory Greek I. 4.** Introduction to Attic Greek based on Aristophanes and Plato; sight reading in the *New Testament*.

**102 Introductory Greek II. 4.** Further study of classical prose and poetry or readings in the *New Testament* according to individual interests. Fulfills foreign language requirement.

## Latin

**101 Introductory Latin I. 4.** Introduction to

classical Latin based on Ovid's *Metamorphoses*; sight-reading in Medieval Latin.

**102 Introductory Latin II. 4.** Further study of classical prose and poetry; readings in medieval Latin. Fulfills foreign language requirement.

## ECONOMICS

*Carol M. Clark, Associate Professor, Chair*  
*Robert G. Williams, Associate Professor*  
*Robert B. Williams, Assistant Professor*

Every individual must make economic decisions, and economic problems and policies have an extensive and continuous impact on our lives.

The economics program at Guilford College is designed to contribute to a liberal arts education in three ways. First, it combines scientific analysis with a historical and global perspective, and thus works toward providing a deeper understanding of the complex forces at work in society. Second, it provides rigorous training in analytical thinking and in problem solving, and thus provides excellent preparation for postgraduate work in law, business or government. Third, it attempts to help clarify issues of human values and perspectives, and thus addresses concerns that lie at the heart of every issue of public policy.

Eight courses (32 credits) are required for a major in economics. They must include the two courses in Principles of Economics, one intermediate analysis course (either Microeconomic Analysis or Macroeconomic Analysis), one course in research methods, and four additional economics courses. Each student is encouraged to plan the major and related fields together, in consultation with the adviser. Students planning to go to graduate school or work in the field after graduation are strongly advised to take both Microeconomic Analysis and Macroeconomic Analysis.

Recommended courses for a minor in economics are the two Principles courses plus two others in the department.

**221 Principles of Economics: Macroeconomics. 4.** The study of economics, supply and demand, national income and fiscal policy; the banking system and monetary policy; economic fluctuations and growth. Applied topics include: unemployment, inflation, interest rates, the Federal Reserve Board, productivity growth and others. May be taken independently of 222. Counts toward social science requirement.

**222 Principles of Economics: Microeconomics. 4.** The study of economics; supply and demand, consumer behavior; firms, production and cost, perfect competition, monopoly and other market

es; income distribution; the role of government the economy. Applications to agriculture, energy, environment, poverty, discrimination, natural resources, taxes, regulation and other topics. May be taken independently of 221. Counts toward social science requirement.

**21 Research Methods. 4.** Theory and application of quantitative research methods used by economists: scientific method, selection of research design, data collection and sampling, data analysis and interpretation, ethical issues in research design. Prerequisite: Economics 221, 222 or consent of the instructor.

**21 Microeconomic Analysis. 4.** Analytical foundations of economic theory, theory of consumer behavior; theory of the firm, market structure, theory of distribution; general equilibrium and welfare economics. Prerequisite: Economics 221, 222 or consent of the instructor. Alternate years beginning 1991-92.

**22 Macroeconomic Analysis. 4.** Critical examination of competing theories of national income determination, the monetary system, inflation, unemployment and economic fluctuations. Prerequisite: Economics 221, 222 or consent of the instructor. Alternate years beginning 1990-91.

**35 Comparative Economic Systems. 4.** Description and analysis of socialist-type economies (USSR, People's Republic of China, Yugoslavia). Emphasis on particular countries may vary from year to year, but use of comparative method is stressed. Prerequisite: Economics 221, 222 or consent of the instructor. Alternate years beginning 1990-91.

**36 Economic and Social Development. 4.** Economic, political and social problems of Third World countries with emphasis on Latin America: human resource development (health, education, nutrition), population and economic growth, industrialization, urbanization and technological change, agriculture, employment, land use and distribution, income distribution and poverty, role of women, relations with industrialized countries through trade, aid, foreign investment, lending and debt. Policy focus recognizing the importance of cultural, social and historical differences between countries and the increasingly interrelated world economy. Prerequisite: Economics 221, 222 or consent of the instructor. Fulfills intercultural requirement.

**40 Workplace Democracy. 4.** Economic aspects of democratizing institutions, intra-firm incentives and the crisis of productivity, individual vs. collective decision-making, participation in organiza-

tional decision-making and in organizational awards, the relationship between workplace democracy and the economic system. Certain models will be investigated both conceptually and empirically. Quality circles, profit sharing, ESOPs, cooperative businesses. Alternate years.

**342 Economics of the Public Sector. 4.** Political and social economics: relationships among economic, political and sociocultural institutions; comparison of market and nonmarket economic processes. Public finance: public expenditures, including benefit-cost analysis; public revenues; intergovernmental fiscal relations. Selected public policy issues: defense, social programs (welfare, Medicare, Social Security), regulation. Prerequisite: Economics 221, 222 or consent of the instructor. Alternate years beginning 1991-92.

**344 Environmental and Resource Economics. 4.** Economic theory in relation to the optimal management of renewable and nonrenewable resources; economic, legal and policy aspects of current environmental and natural resource problems. Attention to the interaction of biological and socioeconomic systems. Prerequisite: Economics 221, 222 or consent of the instructor. Alternate years beginning 1990-91.

**420 Advanced Economic Analysis. 4.** Mathematical foundations of economic theory (primarily constrained maximization); use of mathematics to unify and clarify the theory of individual economic behavior, the theory of the firm, the theory of markets, general equilibrium, welfare economics and macroeconomic theory. Readings will be taken from assignments typical of graduate programs in economics. Designed for junior and senior economics majors who plan to attend graduate school in economics; other students who have the course prerequisites are welcome. Prerequisite: Economics 321 or consent of the instructor.

**432 International Economics. 4.** Systematic approach to international economic relations; theory of international trade and finance; impact of national governments and multinational institutions on the movement of the international economy; and application of international economic theory to current problems of the world economic order. Prerequisite: Economics 221, 222 or consent of the instructor. Alternate years beginning 1991-92.

**441 Labor Economics. 4.** Alternative approaches to labor-market theory and policy: perfect competition, segmentation and dual labor-market hypotheses. Income distribution: wage and income structures, wage differences, human-capital theory. Unions and collective bargaining. Discrimination

and poverty. Macroeconomics of the labor market: inflation and unemployment. Alternative workplace organization: traditional versus democratic management. Prerequisite: Economics 221, 222 or consent of the instructor. Alternate years.

**450 Special Topics. 4.** Recent offerings include both standard fields of economics (Economics of Latin America, Industrial Organization and Public Policy), interdisciplinary fields (Methods of Social Research, offered jointly with the sociology department; Economic History of Women, offered jointly with the history department), and other topics of interest to faculty (Contemporary Economic Thought, Democracy at Work, Women in the Economy). Prerequisites: to be announced.

**460 Independent Study. 1-4.** Independent research or directed study on a topic of interest to the student. Credit depends on the quality and quantity of work agreed upon in advance; generally, for example, one credit would be earned for an acceptable 20-page paper. Prerequisite: consent of the department.

**470 Senior Thesis. 1-4.** Research and writing of a professional paper. For students of exceptional motivation and ability. Prerequisite: consent of the department.

**490 Departmental Honors.**

## EDUCATION STUDIES

*Deborah Roose, Assistant Professor, Chair*  
*Gwen J. Reddeck, Assistant Professor and Director of*  
*Secondary Education*  
*Louis Spaventa, Assistant Professor*

The primary goal of the Education Studies Program is to develop educators who are grounded in the liberal arts, interdisciplinary studies and global awareness, are confident in themselves, and are models of inquisitive, thoughtful learning and practice. In addition to preparing teachers for professional roles in schools, the program requires students to understand education from a global perspective and to discover, by observation, practice, experimentation and research, how people best learn how schools and other education settings can be made most effective. The major also offers opportunities to develop educational expertise in non-public school settings including areas such as higher education and community education.

The faculty members of the Education Studies Department involve themselves and students in a collaboration of teaching, research and service at Guilford College and within the wider educational community. To that end a variety of teaching/

learning experiences are provided which incorporate practical application with theoretical discussion and exploration. The first and second year tutorials, in which there is one-to-one interchange between each student and an Education Studies faculty member, are unique and integral parts of the program.

The three major curricular components of the program are: 1) a strong interdisciplinary liberal arts core required of all students, 2) a double major (an Education Studies major and a major in another academic department) and 3) a cross-cultural studies component. This latter component requires a cross-cultural experience with an education internship (in most cases a semester abroad) and a cross-cultural study in comparative education. One current focus of the comparative education is East Asian education, focusing on China, Japan and Korea.

There are four major certification tracks in the Education Studies Major.

- 1) Secondary (Grades 9-12). Areas of certification include English, mathematics, biology, social studies, history, physics, chemistry, earth sciences.
- 2) Middle Grades (Grades 6-9). Areas of certification include communication skills, social studies, mathematics and science.
- 3) Elementary (Kindergarten-6)
- 4) Special Areas (Kindergarten-12). Areas of certification include physical education, French and Spanish.

Because Education Studies requires a double major, a variety of field experiences, and in most cases an experience abroad, participation in the program commences in the freshman year. Completion of the program will customarily take four and a half or five years for the elementary track. With careful planning, most, but not all, majors in the secondary track can finish in four years. People who elect to major in Education Studies begin in their first year; however, formal acceptance into the program occurs during the sophomore year and is dependent upon a 2.50 grade point average, recommendations and other pertinent criteria. (Refer to the Education Studies Department's *Handbook of Policies and Procedures for Teacher Education, Student Teaching, and Certification*.) In addition, each student will be required to pass the General Knowledge Communications Skills Core Battery Tests of the National Teacher Examination prior to formal admission to the program. Formal admission to the program is necessary for enrollment in advanced Education Studies courses. Enrollment in the college does not guarantee acceptance into the program.

Required courses for all Education Studies majors

Developmental Psychology; Education Inquiry; Teaching and Learning; Contemporary/Historical Issues; Field Studies in Cross-cultural Education; Student Teaching and Student Teaching Seminar.

Additional required courses for Secondary Majors and Seminar in the Processes of Secondary Teaching (includes internship), choice of two of the following: Education IDS 401 (interdisciplinary course), Introduction to Philosophy (with an education emphasis), an Intercultural Education course such as East Asia Education, and a Sociology/Anthropology course: Principles, Problems or Cultural Anthropology.

Additional required courses for Middle Grades Majors: Seminar in Processes in Middle Grades Teaching (includes internship), choice of two of the following: Education IDS 401 (interdisciplinary course), Introduction to Philosophy (with an education emphasis), an Intercultural Education course such as East Asia Education, and a Sociology/Anthropology course: Principles, Problems or Cultural Anthropology.

Additional required courses for Elementary Majors: Math for Elementary School Teachers, U.S. History, Seminar in Processes of Elementary Teaching (includes internship), Education IDS 401 (interdisciplinary course).

Special Areas certification (Physical Education, French and Spanish): Individual advisement required.

Other departmental offerings include: Early Childhood Education, Special Topics, Independent Study and Research, Seminar in Teaching (1 credit).

**1\* Education Inquiry: First Tutorial. 4.** Discovery of the questions and issues which concern educators, research into how these questions and issues have been and are being approached by others, and search for one's own approaches and solutions. Focuses on the self, the wider educational community and the library as spheres of inquiry. Large group, small groups and tutorial formats are used.

**2\* Teaching and Learning: Second Tutorial.** Introduction to different methodologies of teaching through analysis of instruction in Guilford classes, interaction with faculty from various departments about educational philosophies, learning theories, methodologies and field work within the college and in the wider community. This information will then be analyzed through various theories of knowledge using large and small group discussions and tutorials.

The tutorial format used in these first two courses involves one-on-one (student-instructor) presentations of a prepared paper by the student and the ensuing discussions; goal setting; and analysis of the teaching/learning experiences of each tutorial occasion.

**203 Contemporary/Historical Issues in Education. 4.** Analysis of contemporary, social, cultural and pedagogical issues in education placed in a historical perspective in the context of western civilization.

**250 Special Topics in Education. 4.** Recent topics have included Education and the Religious Quest for Meaning and Global Education in the Elementary Schools.

**260 Independent Study and Research. 1-4.** Examples of possible topics include early childhood day care, linguistics, education of a specific country, and learning disabilities.

**301 Field Study in Cross-Cultural Education. 4.** Taken during the abroad experience. Examination of the educational system in the country in which students are studying through readings, interviews and an internship. Direct involvement in and reflection upon a different culture and ideas of what education is.

**305 East Asia Education. 4.** A comparative, historical survey of the cultures of China, Japan and Korea with regard to the role education plays in forming social and political practice. Counts toward the intercultural requirement.

**310 Seminar in the Processes of Elementary Teaching. 16.** Study of elementary school curricula, theories of curriculum design, developmentally appropriate teaching methodologies and educational materials. The students will meet in classes on campus three days a week and will work two days each week in an elementary school classroom observing, planning and teaching.

**311 Seminar in the Processes of Middle Grades Teaching. 4-16.** Observation and teaching in a middle grades classroom as part of an exploration of materials and methods used in middle grades teaching.

**312 Seminar in the Processes of Secondary Teaching. 4.** Observation and teaching in a secondary classroom as part of an exploration of materials and methods used in secondary teaching.

**360 Seminar in Teaching. 1.** Beginning exploration of a variety of teaching situations; teaching strategies and individual research related to on-campus and off-campus experiences discussed in seminars and individual conferences. Pass/fail grading.

**391 Early Childhood Education. 4.** Philosophies and principles, teaching strategies, materials and

methods for personalizing instruction in a child-centered, developmentally appropriate environment; focus on the child from infancy through age eight. Counts toward social science requirement.

**410 Elementary Student Teaching Seminar. 4.** Integrated with student teaching (Ed 440). Reflection on student teaching experience and help with individual needs. Emphasis on appropriate materials and methods for elementary level.

**416 Middle School Student Teaching Seminar. 4.** Integrated with student teaching (Ed 440). Reflection on student teaching experience and help with individual needs. Emphasis on appropriate materials and methods for middle school level.

**420 Secondary Student Teaching Seminar. 4.** Integrated with student teaching (Ed 440). Reflection on student teaching experience and help with individual needs. Emphasis on appropriate materials and methods for secondary school level.

**440 Student Teaching. 12.** Observation and directed teaching in area of certification, supervised by the school's cooperating teacher and college personnel. Prerequisites: senior standing and completion of major courses. Pass/fail grading.

Application for student teaching must be made by March 1, preceding the year in which the student expects to do student teaching. Acceptance into student teaching is based on a continuous 2.50 overall college grade point average and support from both major departments. A tuberculin skin test is required by the N.C. Department of Public Instruction before the student begins teaching. Student teachers may not take additional credits, participate in a varsity sport in season nor work part-time. Initial certification is contingent upon successfully completing the student teaching program and professional and specialty areas of the National Teacher Examination.

**450 Special Topics. 4.** Possible topics include Communication Skills in Deaf Education and Conflict Resolution with Children.

**460 Independent Study and Research. 1-4.** Recent topics have included second language acquisition and language teaching and research in education.

**470 Senior Thesis. 4.**

**490 Departmental Honors.** Credit to be determined.

## ENGLISH

*James B. Gutsell, Professor, Chair*  
*Rudolph S. Behar, Elizabeth B. Keiser, Richard*

*M. Morton, Samuel Schuman, Professors*  
*Lee M. Johnson, Associate Professor*  
*Linda B. Brown, Rebecca G. Gibson, Jeffrey M. Jeske, Assistant Professors*  
*Claire R. Helgeson, Lecturer*

The English major at Guilford College is primarily a major in the literatures of the English speaking world, with an emphasis on British and American writers. An excellent major for any student seeking a broad liberal arts education, the English major involves study of that form of art through which mankind has constantly struggled to express most fully the central concerns of the human condition as understood in each age. With its emphasis on developing students' abilities to express their perceptions and analyses in dialogue and writing, the English major offers excellent preparation for work in a variety of professions.

Analytical and writing skills developed in the study of literature are precisely those required of lawyers and business executives. English makes an excellent pre-law major. Business executives, in an extensive study, credited freshman English as the most valuable course they took in either undergraduate or graduate business school. Students considering careers in business or law might choose to major in English and develop enhanced personal concentrations for minors, focusing on specific skills such as accounting, management and computers or logic, history and political science.

Students desiring careers in journalism, technical writing, television or advertising would do well to major in English and minor in the communications concentration, or construct personal concentrations through writing courses, internships and independent study. Although primarily focused on literature, the English major is in the broadest sense a major about words and ideas and is, therefore, perhaps the broadest of majors in its interests and applications.

Students planning careers in secondary education are required to double major in education and a specific subject. For those not desiring a double major, an A.B. in English followed by an M.A. in teaching would be an attractive choice. The department offers a developmental support program for prospective teachers of English through an adviser who will assist them in all aspects of their program and will guide them through the following activities:

- a) act as a teaching assistant in at least one course;
- b) teach at least one class in four courses; and
- c) submit four papers from four courses for evaluation by the department.

Prior to making recommendations to the Teacher Education Committee, the department

review the records of students generally and specifically in relation to the above program.

The major consists of a minimum of eight courses, seven of which must be in English and American literatures. The eighth may be taken in among other courses offered or approved by the department. Specific requirements include two primary courses, English 220 and English 221, one designated course in American literature. Remaining courses must be divided equally between those primarily involving material written prior to and following the mid-19th century. Joint double majors are encouraged.

In addition to courses listed, the department regularly offers a variety of subjects under the 450 designation, particularly in such areas as African-American Studies and Women's Studies.

Outstanding students are encouraged to work toward departmental honors. The Leora Sherrill O'Callahan Scholarship is given annually to a rising senior who has excelled in English.

For further details of all programs, see both individual course descriptions and the department's advising guidelines, available from any department member or the secretary.

Except where the course descriptions so indicate, course numbers do not imply levels of difficulty.

Required courses are offered at least annually. Other courses are generally offered in alternate years.

**English as a Foreign Language. 2.** A course designed for non-native speakers entering the college who need preparatory work before entering English 110.

**Developmental Reading. 2.** Emphasis on vocabulary development, study skills, effective comprehension and interpretation; methodology of skimming and analytical reading.

**Fundamentals of College Writing. 4.** Practice writing paragraphs and short papers through analysis of sentence structure and paragraph construction; readings coordinated with writing assignments. Specific writing problems handled in individual conferences and class discussions.

**Composition and Literature I. 4.** Discussion and practice in composition with analysis of selected readings. Texts and specific approach to writing indicated in instructors' course descriptions available at registration. Normally required fall semester of freshman year. Counts toward English requirement.

**Composition and Literature II. 4.** Discussion

of and practice in composition at a more advanced level based on readings in major literary works. Special sections for honors and for transfer students. Normally required spring semester of freshman year. Counts toward English requirement.

**Poetry Workshop. 4.** In-class critiques of student poems, reviews of contemporary poetry magazines and collections, craft discussions with visiting writers, evolution of literary principles, manuscript preparation. Fulfills creative arts requirement.

**Fiction Workshop. 4.** In-class critiques of student writing, reviews of contemporary literary magazines and short story collections, craft discussions with visiting writers, evolution of critical principles, manuscript preparation. Fulfills creative arts requirement.

**Journalism I. 4.** A workshop introduction to journalistic writing. Covers criteria that determine the value of news, changing standards, importance of focus, importance of accuracy, elements of good writing, standardized style, structure of straight news stories, feature writing, interviewing techniques, handling quotations, appraising information, the structure of a newspaper and related matters.

**Journalism II. 4.** Continues concerns of Journalism I and extends to covering a beat, developing sources, media law, freedom of information law, public meeting law, journalistic ethics, conducting effective polls and surveys, methods of conducting interviews and putting questions, and related matters. Assignments include covering meetings of town and county agencies. Prerequisite: Journalism I or equivalent experience and permission of instructor.

**Advanced Expository Writing. 4.** Intensive writing and revision workshop for students eager to polish their style, increase their fluency, sharpen their editing, and receive detailed critiques of their non-fiction prose. Includes study of prose analysis, stylistics, elements of formal rhetoric.

**Poetry: An Introduction. 4.** Focus on analysis of poetry with attention to both formal and interpretative issues. More broadly, an introduction to working with literary texts and writing analytical papers. Required of beginning majors and recommended to prospective majors.

**British Literature I. 4.** Intensive study of representative works and survey of issues from Anglo-Saxon period through the 18th century.



Counts toward humanities requirement. Required of all beginning majors and recommended to prospective majors.

**222 British Literature II. 4.** Intensive study of major literary figures and changing forms from the Romantic period to the present. Counts toward the humanities requirement.

**225 American Literature Survey I. 4.** The American mind in literature from the Puritans to the Civil War. Counts toward humanities requirement.

**226 American Literature Survey II. 4.** American literary tradition from the Civil War to the present. Counts toward humanities requirement.

**241 Development of the Novel I. 4.** A study of the origins of the novel in the 18th century and its shaping as a new genre in the hands of such masters as Richardson, Defoe, Fielding, Sterne, Smollett and Austen.

**242 Development of the Novel II. 4.** A study of the transition from the Victorian novel to the experimental novel of the early 20th century in such masters as Flaubert, James, Woolf and Faulkner.

**255 The Russian Novel. 4.** Readings in the great novelists of the thaw: Gogol, Turgenev, Dostoevsky, Tolstoy and others. Counts toward humanities requirement.

**281 Early Shakespeare (Theatre Studies 281). 4.** Concentrates on Shakespearean drama through *Hamlet*. Counts toward humanities requirement.

**282 Late Shakespeare (Theatre Studies 282). 4.** Covers later tragedies and comedies, as well as romances. Counts toward humanities requirement.

**300 Modern Poetry. 4.** British and American poetry since 1900, including forms, techniques, themes; intensive study of major figures such as Yeats, Eliot, Frost and Stevens.

**301 Modern Fiction. 4.** Significant 20th-century works, mainly British and American; such writers as Lawrence, Forster, Joyce, Faulkner or more contemporary figures such as Durrell, Grass, Bellow, Barth, according to interests of students and instructor.

**302 Contemporary Fiction. 4.** Study of developments in the novel, mainly since 1970. International in scope, including North and South America, the Caribbean, Africa and Japan. Some works in translation.

**303 American Writing of the 1920s. 4.** Presents American writing from one of its most experimental and dynamic decades. Draws on the seminal works of Anderson, Pound, Stein, Hemingway, Fitzgerald, Cather, Williams, Stevens, Crane, Woolf and others, and invites study of important movements in writing such as Vorticism and the Harlem Renaissance.

**305 American Romanticism. 4.** Literary studies focusing on such major figures as Emerson, Thoreau, Poe, Hawthorne, Melville and Whitman.

**307 British Romantic Literature. 4.** Romanticism, its development, intellectual concerns and literary forms, as seen in the writings of authors such as Blake, Wordsworth, Coleridge, Byron, Shelley and Keats. Counts as British Romance for the major.

**308 Modern Drama (Theatre Studies 308). 4.**

**310 Victorian Literature. 4.** Questions, doubts and problems of emerging modern society as seen through examination of major writers including Tennyson, Browning, Arnold, Rossetti, Dickens, Eliot, Thackeray and Hardy. Counts toward the humanities requirement.

**313 African-American Literature. 4.** Literary study focusing on major figures of the 19th and 20th centuries, such as Wheatley, Douglass, Hughes, Wright, Hurston, Walker and Morrison.

**314 Milton and His Age. 4.** Major poetry and prose of John Milton and works of some of his contemporaries, considered in relationships to the history and thought of the 17th century.

**315 Later American Literature. 4.** Study focusing on such figures as Dickinson, Twain, James, Howells and Crane.

**319 Seventeenth Century Literature and Visual Art. 4.** Includes an initial study of the visual arts that are stylistically linked to the literature of the early 17th century. One comparative arts text will be read before approaching the major reading, which includes plays by Shakespeare and Webster, the essays of Montaigne, the poetry of Donne, Marvell and Herbert, and selections from the prose of Taylor and Burton.

**321 Comparative Arts I (General Studies 321). 4.** Focuses on the nuclear materials of painting, literature and music; their effect on the mode of existence of the various arts and on complete artworks; and the validity of analogies between the arts. Fulfills creative arts requirement.



## 2 Comparative Arts II (General Studies 322).

The problem of order and spontaneity in art and relation of artistic perception to political and philosophical systems as exemplified by the shift from neoclassicism to romanticism in Western Europe. Fulfills creative arts requirement.

**0 The Eighteenth Century. 4.** A survey of 18th century literature from the neoclassicism of Dryden and Pope to Blake's romantic and revolutionary poetry which explodes the Augustan ideal; includes essays, letters, poetry, novels, plays of representative writers such as Johnson, Fielding, Sheridan, Goldsmith, Gray, Walpole and Beckford.

**4 Literature for Children and Youth. 4.** Introduction to classics of children's literature and their uses in elementary and middle schools; extensive reading, reports and writing of stories and poetry for children. Counts toward humanities requirement.

**0 Early Renaissance Literature. 4.** Major themes and forms of Renaissance prose, poetry and drama to 1600, as exemplified in Spenser, Sidney, Shakespeare, Donne, Marlowe and others.

**0 Chaucer and His Age. 4.** *The Canterbury Tales*, selections from Chaucer's other works, and additional writings of the late Middle Ages.

**0 Special Topics. 4.** May also be offered at 250 level. Possible topics include: Literature of War; Dream, Vision and Romance; Women in American Literature; Black Women Writers.

**50 Independent Study. 1-4.** Work may apply toward departmental honors if prior arrangement is made by student. May also be offered at 260 level.

**70 Senior Thesis. Credit variable.** Work may apply toward departmental honors if prior arrangement is made by student.

## FOREIGN LANGUAGES

Maritza B. Almeida, Professor of Spanish, Chair  
Michael Geisler, Associate Professor of German  
Claude T. Mourou-Burris, Associate Professor of French  
Jean de la Motte, Assistant Professor of French  
David Phillips, Assistant Professor of Japanese  
ylvia Trelles, Assistant Professor of Spanish

Guilford College's Quaker heritage has assured a continuing interest in the study of language as an instrument of international understanding. Courses are offered in French, German, Greek, Japanese, Latin, and Spanish. Full college credit is awarded for all beginning language courses.

Entering students are required to take a placement test to determine their level in a previously studied language. Students who place in 101 and students who wish to begin the study of a new language must take both the 101 and 102 courses to meet the foreign language requirement. Students in French and Spanish who place above 101 must go directly to 110. Students in German, Greek, Japanese, or Latin who place above 101 must go to 102. Completion of 110 also satisfies the foreign language requirement. Students who place above the 102 or 110 level may, of course, take courses of a higher level, although the foreign language requirement will have been met. Intermediate (210) –or equivalent experience–is a normal prerequisite to higher-numbered courses.

The department offers majors in French, German and Spanish. A major consists of eight courses (32 credits) numbered above 110 and must include two 400-level courses plus a Senior Thesis on a topic approved by the department. Students planning to attend graduate school are urged to choose the second option. French and Spanish courses in translation do not count toward the major.

**Course Prerequisites:** Except for courses in translation, a student is required to complete a 200-level course, its equivalent, or to obtain permission from the instructor before enrolling in a 300-level course. Further, students must complete at least one 300-level course before taking one at the 400-level.

Spanish majors must take at least one course from the Spanish peninsular area and one from Latin America. All majors must meet proficiency requirements.

All majors are strongly encouraged to study abroad with an appropriate Guilford program before graduating. Guilford College currently offers semester programs in London, Beijing, Guadalajara, Paris and Munich, and a year-long program in Japan, for which the appropriate language is recommended.

Foreign language majors should choose a related field in order to consolidate and complement their major field of study or to enhance career opportunities. Majors in many other disciplines will find a minor in a foreign language—four courses (16 credits) at Intermediate (210) level and above—of immense value in the pursuit of a career.

## French

**101 Introductory French I. 4.** Introduction to understanding, speaking, reading and writing French. Laboratory required.

**102 Introductory French II. 4.** Continuation of 101. Four language skills and selected readings. Prerequisite: French 101. Fulfills foreign language requirement.

**110 Basic French. 4.** Grammar review, selected readings and conversation with emphasis on pronunciation. Laboratory required. Prerequisite: placement. Fulfills foreign language requirement.

**210 Intermediate French. 4.** Selected readings in French and further development of conversational skill. Laboratory required.

**241 Intermediate Composition. 4.** Discussion of and practice in composition with analysis of diverse related readings.

**242 Intermediate Conversation. 4.** Daily practice in conversation on diverse topics.

**311-312 Survey of French Literature I, II. 4, 4.** Survey of the major French writers from the Middle Ages to the present. Either course counts toward humanities requirement. Prerequisite: French 210 or permission of the instructor.

**321 French Civilization. 4.** Studies in the background of French life and culture; outstanding contributions of France to world civilization. Prerequisite: French 210 or permission of the instructor.

**401 French Poetry. 4.** Historical and critical study of major texts of French poetry from the Middle Ages to the present. Counts toward humanities requirement.

**402 French Theater and Cinema. 4.** Historical and critical study of major works in French theater from the emergence of the mystery in the Middle Ages to the contemporary scene. Introduction to representative works of French cinema. Counts toward humanities requirement.

**403 French Novel and Short Story. 4.** Historical and critical study of major prose fiction from the 17th century to Beckett and beyond. Counts toward humanities requirement.

**404 French Women Writers. 4.** Historical and critical study of major French women writers from the Middle Ages to the present. Counts toward humanities requirement.

**450 Special Topics. 4.** May also be offered at 250 level.

**460 Independent Study. 1-4.** May also be offered at 260 level.

**470 Senior Thesis. 4-8.** In-depth original research on one specific topic in field of language,

literature or culture. Must be written in target language except by permission of thesis adviser.

## 490 Departmental Honors.

## German

**101 Introductory German I. 4.** Introduction to understanding, speaking, reading and writing German. Laboratory required.

**102 Introductory German II. 4.** Continuation of 101. Laboratory required. Prerequisite: German 101 or placement. Fulfills foreign language requirement.

**201 Intermediate Conversation. 4.** Daily practice in conversation on diverse topics.

**202 Intermediate German. 4.** Review of German grammar. Readings in modern German prose. Practice in writing short essays. Class conducted in German. Laboratory required. Prerequisite: German 102 or placement.

**301 Intermediate Composition. 4.** Discussion of and practice in composition with analysis of diverse related readings.

**321 Modern German Civilization. 4.** A study of the intellectual history of modern Germany from 1750 to the present. Authors read include Goethe, Buechner, Marx, Fontane, Hesse, Remarque, Kafka and Böll. Course taught in English, but German majors are required to do some of the readings in German. Frequent slide and film presentations. Counts toward humanities requirement.

**401-402 Survey of German Literature I, II. 4, 4.** Part I covers German literature from 1600 to 1850; part II from 1850 to the present. Either course counts toward humanities requirement. Alternate years.

**440 German Literary Movement. 4.** Deals with major literary movements such as Medieval, Baroque, Enlightenment, Storm and Stress, Classicism-Romanticism, Realism-Naturalism, Expressionism, and Post WWII. May be repeated.

**450 Special Topics. 4.** May also be offered at 250 level.

**460 Independent Study. 1-4.** May also be offered at 260 level.

**470 Senior Thesis. 4-8.** In-depth original research on one specific topic in field of language, literature or culture. Must be written in target language except by permission of thesis adviser.

## German Area Studies Major

This major is primarily for those students who wish to gain a broad knowledge of German culture. It is highly recommended that students have a second or a strong minor.  
Five required courses, selected from the follow-

- German 201 (Conversation)
- German 202 (Intermediate)
- German 301 (Composition)
- German 321 (Civilization)
- German 401 (Survey I)
- German 402 (Survey II) or
- German 400 (Senior Tutorial)

Three elective major courses from the following:

- History 450 (History of Modern Germany: Munich)
- Philosophy 250 (German Idealist Philosophy: Munich)
- Political Science 250 (German Culture and Politics)
- Political Science 250 (Governments of East and West Germany: Munich)

On departmental approval, additional courses may be chosen as electives.

## Japanese

Although there is no major available in Japanese, students are urged to take other courses related to Japan and East Asia generally. A concentration in Japanese studies is available through Intercultural Studies.

**1 Introductory Japanese I. 4.** Introduction to understanding, speaking, reading and writing Japanese.

**2 Introductory Japanese II. 4.** Continuation of Introductory Japanese I; four language skills. Prerequisite: Japanese 101. Fulfills foreign language requirement.

**3 Intermediate Japanese I. 4.** Grammar review, conversation and increased emphasis on reading and writing.

**4 Intermediate Japanese II. 4.** Continuation of Japanese 201.

## Spanish

**1 Introductory Spanish I. 4.** Introductory course in Spanish with emphasis on oral and aural skills; reading and writing introduced, employing cultural materials. Laboratory required.

**102 Introductory Spanish II. 4.** Continuation of 101. Four language skills and selected readings. Prerequisite: Spanish 101. Fulfills foreign language requirement.

**110 Basic Spanish. 4.** Grammar review, selected readings and development of oral and aural skills. Laboratory required. Prerequisite: placement. Fulfills foreign language requirement.

**210 Intermediate Spanish. 4.** Selected readings in Spanish; further development of speaking skills. Laboratory required.

**241 Intermediate Composition. 4.** Discussion of and practice in composition with analysis of diverse related readings.

**242 Intermediate Conversation. 4.** Daily practice in conversation on diverse topics.

**316 Latin American Poetry. 4.** Historical and critical study of important poets and their works from the colonial period to the present. Counts toward humanities or intercultural requirement.

**318 Latin American Short Story. 4.** Historical and critical study of the short story and its writers from the 19th and 20th centuries. Counts toward humanities or intercultural requirement.

**321 Spanish Civilization. 4.** A historical approach to life and culture in Spain. Conducted in Spanish. Prerequisite: Spanish 210 or permission of instructor.

**322 Latin American Civilization. 4.** Ibero-American cultural history and contemporary patterns of life; readings, discussions, lectures, slides. Conducted in Spanish. Fulfills intercultural requirement. Prerequisite: Spanish 210 or permission of instructor.

**332 Drama of Spain. 4.** A study of the development of Spanish drama with an emphasis on the following periods: Golden Age, Neoclassic, Romantic, the Generation of 1927 and Contemporary. Counts toward humanities requirement.

**422 Latin American Theater. 4.** Historical and critical review of the development of the theater from pre-Columbian time to the present. Emphasis will be placed on major dramatists and their works. Counts toward humanities or intercultural requirement.

**431 Prose Fiction of Spain. 4.** The development of prose fiction in Spain through the study of major

texts from the Middle Ages to the present. Counts toward humanities requirement.

**432 Poetry of Spain. 4.** Historical and critical study of major texts of Spanish poetry from the Middle Ages to the present. Counts toward humanities requirement.

**446 The Spanish American Novel. 4.** Historical and critical study of some of the major representative novels of Latin America. Special emphasis on the development of this genre, with attention to the customs and philosophy of the people as reflected in the novels. Counts toward humanities or intercultural requirement.

**450 Special Topics. 4.** May also be offered at 250 level.

**460 Independent Study. 1-4.** May also be offered at 260 level.

**470 Senior Thesis. 4-8.** In-depth research on one specific topic in field of language, literature or culture. Must be written in target language except by permission of thesis adviser.

**490 Departmental Honors.**

## GENERAL STUDIES

Although general studies is not a department of the college, the heading is used to describe all courses which fall outside the traditional departments. Examples of recent courses include:

**101 Adults in Transition. 4.** For men and women who have been away from an academic environment for several years. The central focus of the course is to come to terms with problems as well as prospects involved in life changes. Reading and writing autobiographies – close examination of phases of our lives and the lives of others – are a major means of working with these adult transitions. The course also includes the teaching of academic skills as needed and journaling. Fulfills the IDS 101 requirement or one of the two humanities requirements.

**150 Introduction to Health Professions. 2.** For the student who has an interest in pursuing a career in health service. Explores the attitude and aptitude required of today's health professional and the type of preparation needed. Information on the wide range of health fields is presented, including entry requirements, admission tests, financial considerations and application procedures. Pass/fail grading.

**200 Library Research Skills. 1.** Basic research strategy to help students secure information the need in an academic library. The course teaches students how to locate and use material in books, professional journals, magazines and newspaper; to use microform and microform equipment; to utilize resources in the reference room, to write footnotes and bibliographies; and to operate audio-visual equipment. Pass/fail grading.

**210 Synthesis of American Culture for International Students. 4.** Designed to provide an interdisciplinary overview and basic orientation to the American way of life. Restricted to international students.

**225-226 Medieval People I, II. 1, 1.** This course meets six times each semester at the home of Mary and Elizabeth Keiser. It is intended to provide a meeting of those interested in Medieval Studies in general, or in the Medieval Studies Concentration specifically. Various topics, usually featuring important Medieval people, are discussed by a number of different faculty members and others.

**321 Comparative Arts I (English 321). 4.**

**322 Comparative Arts II (English 322). 4.**

**450 Special Topics.** May also be offered at the 250 level.

## GEOLOGY AND EARTH SCIENCES

Charles C. Almy Jr., Professor, Chair  
Cyril H. Harvey, Professor  
Marlene L. McCauley, Assistant Professor

*Night hawks, sweeping the sky at twilight, arouse the certainty that the spirits present in the Great Kiva of Casa Rinconada 700 years ago are not yet gone.*

— Chaco Canyon  
New Mexico

*The sea waves, moving sand along the shore past colonial outposts only now changing under the influence of tourism, endanger the settlements of Kitty Hawk, Nags Head, Rodanthe, Hatteras and Ocracoke with persistent erosion.*

— Outer Banks  
North Carolina

*Vertical walls, descending into the bowl-like glacial cirque, were rasped out of rock by ice gone only 10,000 years.*

— Static Peak  
Grand Tetons, Wyoming

Muffled explosions, echoing through the earth, are recorded by the seismograph and reveal the geometry of soil and rock that store the groundwater resources needed by the burgeoning city of Greensboro.

— Horsepen Creek,  
Piedmont North Carolina

Corals, building a wave-resistant framework, form a protective bulwark for barracuda, mangroves, lobster and a myriad of shelled organisms—demonstrating the dynamic processes that created a similar sedimentary mass two miles and 70,000,000 years distant on the adjacent land.

— La Parguera,  
Puerto Rico

Geology, the study of the earth, is a firsthand experience at Guilford College. The program is centered around a core of courses which establish a firm academic foundation in geology as a science. In turn, this foundation serves as a springboard to graduate study, professional geology, teaching, art, environmental science, creative writing, law, resource management and geography. Each of these areas is currently or has been recently the professional goal of students in the department. Such goals can be realized by working in programs now available at Guilford or accessible through consortium arrangements with other colleges and universities in Greensboro.

Two degrees are available. The Bachelor of Science focuses on geology as a professional discipline and is oriented toward graduate study; the Bachelor of Arts degree permits greater freedom in choosing a broad range of introductory science courses for those interested in earth science teaching, museum science, writing in the natural sciences or professional careers in other fields such as law, business or environmental studies. In each case, requirements for the major include the completion of an introductory course sequence, a core of upper-level courses in geology and a selection of additional courses from those specified by the department. Course work in the related fields of chemistry, mathematics, physics and biology is also required.

Physical Geology and Historical Geology are normally taken as an introduction to the geology major. Additionally, courses in the major required for both degrees are Mineralogy, Introductory Petrology, Structural Geology and Paleontology.

For the Bachelor of Science, two additional courses must be taken: 1) either Igneous and Metamorphic Petrology or Sedimentology and Stratigraphy and 2) one additional course selected from those approved by the department, such as Geomorphology, Crust of the Earth, Hydrology, Geophysics and Seminar West.

A summer field camp (typically a 6-credit, six-week course) must be taken at a recognized institution, normally upon completion of Introductory Petrology and Structural Geology. Included in the related field requirements for the Bachelor of Science degree are one year of introductory chemistry, one year of calculus (calculus-based statistics may be substituted for the second semester of calculus), and one year of introductory laboratory courses in physics.

For the Bachelor of Arts, two additional science courses (including one in geology) approved by the department must be taken. Related field requirements for the Bachelor of Arts include one year of chemistry, Elementary Functions, Elementary Statistics (or other approved course), General Physics I, and either General Physics II or a course in biology (such as Field Botany) approved by the department.

The Senior Thesis (Geology 470 or 490) is recommended for students interested in independent research with one or more of the faculty, and the thesis is accepted as one of the departmental electives. The work involved must be original, and the final thesis is subjected to rigorous review before acceptance. The Senior Thesis with Honors (Geology 490) is required of those who wish to graduate with departmental honors. Both senior thesis courses are open to candidates for either degree.

Substitution of courses in either of the programs is permitted only if the course requested is at an equivalent level and meets a specific need in the student's program. The summer course Seminar West is strongly recommended for both B.S. and A.B. degree candidates. A track under either degree program has been established in geology for students interested in the environmental sciences. These students would substitute Hydrology for Paleontology and would be encouraged to take their elective geology courses in Analytical Chemistry and Geophysics.

Field courses such as Seminar West and off-campus seminars in geology in Puerto Rico and the North Carolina mountains or coast involve a great deal of camping, hiking and geologic field experience at several levels of scientific sophistication. The geologic development of each of these areas is studied; and the history, geography, anthropology and environmental impact of mankind upon the region also are considered.

A faculty with a combined total of 18 years of industrial experience and more than 40 years of college teaching is readily available, not only for course work but also for extensive counseling. All are broadly educated in science; all have taught across the boundaries between science and the humanities; and all are intensely interested in the economic and social context of geological work.

**105 Introduction to Computer Programming. 4.** Introduction to computers and their use in scientific work. Emphasis on programming in the VAX BASIC language. May be taken as preparation for the computer concentration competency exam. Fulfills nonlaboratory science requirement.

**111 Physical Geography. 4.** Patterns in the natural system, especially spatial ones: location of man on earth and earth in space; energy flow in the natural system; climates; development of landforms and soils; distribution of man and the natural resources on which men are dependent. Fulfills nonlaboratory science requirement. Offered on demand.

**121 Physical Geology. 4.** Materials of the earth and processes acting on them, both at the surface and within: nature of continents and oceans, plate tectonics, erosion and weathering, rocks and minerals, mapping; consideration of the earth as a physico-chemical system and man's part in that system. Fulfills laboratory science requirement.

**122 Historical Geology. 4.** Historical account of discovery of geologic time and development of the theory of evolution; origin and development of the earth; geologic history of North America—both life and lands. Emphasis in laboratory on interpretation of earth history and applications of methods in making such interpretations through use of the Quaker Quadrangle. Fulfills laboratory science requirement.

**131 Environmental Geology. 4.** Mountain building and plate tectonics, volcanoes and earthquakes. Landslides, avalanches, ground subsidence. Coastal problems, floods, erosion and sedimentation problems. Water supply and groundwater pollution. Waste disposal: sewage, solid waste hazardous waste and radioactive waste. Land-use planning and the need for environmental education and legislation. Fulfills nonlaboratory science requirement.

**141 Marine Geology. 4.** Formation of the earth and oceans; shape and composition of the ocean floor; plate tectonics. Waves and tides, seawater chemistry, climate and the ocean's interaction with the atmosphere. Coastal features: barrier islands, reefs, beaches, submarine canyons, continental shelves. Ocean energy and mineral resources. Coastal field trip included. Fulfills nonlaboratory science requirement.

**160 Gems and Minerals. 4.** Introduction to minerals and gemstones. Includes basic crystallography and crystal chemistry; physical and optical properties of minerals. Formation, occurrence and location of gems; synthetic gemstones; consumer as-

pects. Informal, hands-on sessions and field trips to mineral collecting localities and the Smithsonian are included. Fulfills nonlaboratory science requirement.

**170 Life in the Past. 4.** An introduction for non-science majors to the fossil record, and the contributions that fossils have made to our understanding of the history of life on earth. Topics covered will include the use of fossils in the measurement of geologic time, the reconstruction of the earth's ancient environments and ecological systems, and the consideration of biological evolution. There are no prerequisites for this course. Fulfills the nonlaboratory science requirement.

**180 Energy and Natural Resources. 4.** Analysis of problems posed by interaction of conventional economic growth with limited natural resources; evaluation of potential contribution of various alternative energy sources to the national and world energy budget; review of distribution and abundance of mineral resources. Fulfills nonlaboratory science requirement.

**211 Mineralogy. 4.** Crystallography, mineralogy, crystal chemistry. Optical mineralogy and introduction to the petrographic microscope. Rock forming minerals, mineral formation and associations, mineral identification in hand specimen and with petrographic microscope. Prerequisite: Chemistry 111 or concurrent registration.

**212 Introductory Petrology. 4.** Study of igneous, metamorphic and sedimentary rocks. Principles of classification, occurrence, tectonic environments, and origin/formation of rocks are emphasized in lectures. Labs emphasize description, classification and interpretation of textures and mineralogy in hand sample and in thin section. Prerequisite: Geology 211.

**223 Hydrology. 4.** Precipitation, interception and runoff measurements and analysis; stream flow and features, stream flow monitoring and data analysis; floodplain mapping; water supply analysis; groundwater geology and flow, groundwater prospecting; well design and analysis; water supply and water quality problems. Prerequisite: Geology 121 or permission of instructor, and an understanding of algebra and trigonometry. Alternate years.

**235 Crust of the Earth. 4.** An historical approach to the development of plate tectonic theory. Includes such topics as isostasy, continental drift, polar wandering, magnetic reversals, paleomagnetism, mountain building, causes of earthquakes and volcanoes and the evolution of continents and ocean basins. Fulfills the nonlaboratory science requirement. Alternate years.

**240 Seminar West. 4.** Five-week summer course, including four weeks of camping and hiking, to study the American West. Emphasis on geologic processes of mountain building and erosion and their impact on man – history, prehistory, environment, literature and art. Trips alternate between the Southwest (Grand Canyon, Mesa Verde) and the Central Rockies of Montana and Wyoming (Yellowstone, Grand Tetons). Fulfills laboratory science requirement. Alternate years.

**241 Off-Campus Seminars in Geology. 1.** Five to 10-day camping trips to investigate the mountains of North Carolina or the geology of the North Carolina coast. May be repeated with different content. Normally pass/fail grading.

**312 Igneous and Metamorphic Petrology. 4.** Advanced study of igneous and metamorphic rocks. Emphasis on processes of formation, tectonic environments and geochemical aspects of analysis and interpretation. Includes magma formation, differentiation and emplacement, thermodynamics and phase diagrams for igneous systems, field occurrences of plutonic and volcanic rocks. Metamorphic facies and grades, metamorphic reactions, thermodynamics and phase diagrams for metamorphic systems, protoliths and metamorphic reactions. Labs emphasize study of rocks in thin section. Prerequisite: Geology 212. Alternate years.

**335 Structural Geology. 4.** Study of the deformation of rocks of the earth's crust: descriptive and theoretical treatment of folding, faulting, jointing, unconformities, diapirs, plutons and the structural features found in igneous, metamorphic and sedimentary rocks; introduction to geophysical methods; discussions of problems in global tectonics, such as mountain building and continental drift. Prerequisites: two laboratory courses in geology, competence in trigonometry (or Mathematics 115) or consent of the instructor.

**336 Geomorphology. 4.** Study of landforms and the processes involved in their formation, especially the investigation of fluvial and arid geomorphic cycles, coastline development and theories of landscape evolution. Prerequisites: Geology 121, one other geology laboratory course or consent of the instructor. Alternate years.

**412 Geochemistry. 4.** Distribution, movement and processes affecting chemical elements within the earth. Nuclear chemistry, formation of earth and planets. Crystal chemistry and mineral structures. Isotope geology, trace elements, thermodynamics in geology. No laboratory. Prerequisites: Chemistry 111, three semesters of laboratory courses in geology or consent of the instructor. Alternate years.

**415 Paleontology. 4.** Study of fossils with major emphasis on invertebrates: classification and identification, principles of evolution and paleoecology; application of paleontology to geologic problems, especially its use in stratigraphic studies. Prerequisites: three semesters of laboratory courses in geology and/or biology and/or chemistry or consent of the instructor.

**416 Sedimentology and Stratigraphy. 4.** Advanced study of sedimentary rocks. Emphasis on sedimentary processes, grain size analysis, sedimentary structures and sedimentary petrography; the description, classification, correlation and interpretation of sedimentary rocks principles of stratigraphic nomenclature; interpretation of tectonic conditions, depositional environment and paleogeography; advanced historical geology. Prerequisites: four semesters of laboratory courses in geology or related science or consent of the instructor. Alternate years.

**424 Exploration Geophysics. 4.** Study of the physical properties of the earth's crust and sedimentary cover, primarily through firsthand experience. Those geophysical parameters and tools used to study the earth indirectly – the well log (resistivity, self-potential, density, and sonic logs), seismic reflection, seismic refraction, gravity and magnetic methods – are considered from the standpoint of data collection, processing and especially interpretation. Considerable field work and map work is involved. Prerequisites: two semesters of laboratory studies in geology and/or physics and a strong mathematical background at the level of algebra and trigonometry or permission of instructor. Alternate years.

**428 Economic Geology. 4.** Study of principles and processes of formation of mineral deposits and their relationships to methods of economic exploration of metallic and nonmetallic mineral concentrations. Prerequisites: Geology 212, 335 or consent of the instructor. Offered on demand.

**450 Special Topics. 4.** Recent topics include geophysics, reefs of Puerto Rico, life in the past, soil science. May also be offered at 250 level.

**460 Independent Study. 1-4.** Independent and directed research, including field and laboratory experience. May also be offered at 260 level.

**470 Senior Thesis.** Credit variable. Independent research project begun at end of junior year. See department for details.

**490 Departmental Honors.**



## HISTORY

*Dorothy V. Borei, Associate Professor, Chair*  
*Martha H. Cooley and Alexander R. Stoesen,*  
*Professors*

*Sarah S. Malino, Associate Professor*  
*Adrienne M. Israel and Timothy Kircher,*  
*Assistant Professors*

*Nancy Cable-Wells, Adjunct Assistant Professor*

The study of the past aims through a chronological approach, to understand the human condition and explain the relationship of the past to the present. History encompasses a variety of interrelated disciplines – it explains the cause and effect relationships of philosophical ideas, political and economic developments, social and cultural conditions. The study of history requires hard intellectual work which is rewarded by a better comprehension of the present and a degree of confidence in facing the future. It gives perspective and meaning to one's own experiences.

The program provides a sound foundation for graduate study in history, a valuable background for professions such as law, and a thorough understanding of subject matter for teachers of history, and social studies in the secondary schools. In addition to law and teaching, history majors have found rewarding careers in many areas of business, government, community service, applied history and church work.

A major in history consists of eight courses (32 credits), six (24 credits) of which must be above the 100 level. A general balance between two of the three areas (American, European, intercultural) offered in history is desired. A required seminar at the junior level (History 300) emphasizes techniques of research and writing under individualized direction. The history department also offers courses under the Special Topics designation which reflect the expertise of its staff and the interests of students.

History majors should select a related field in a discipline consistent with their career interests. Because of its interdisciplinary nature, history fits well with most disciplines and a carefully conceived curriculum can give the history major strength in pursuing very challenging career goals. For example, history majors intending to pursue graduate study should acquire a proficiency in one or more foreign languages. It is strongly recommended that prelaw students take courses in English history, accounting and logic. A related field in management or economics would prepare a student for positions in the business area, applied history management or governmental planning agencies.

Students may "test out" of most basic courses and enroll in intermediate and advanced courses or independent study to satisfy the major require-

ments. Senior history majors with a sufficiently high grade average in history are encouraged to write a thesis and to pursue departmental honors.

The history minor consists of four courses beyond the core requirement, only one of which may be at the 100 level.

The history department offers survey courses in World History, European History and American History which are designed to fulfill the history requirement at the freshman and sophomore levels. Any student who is fulfilling the history requirement after the sophomore year must take a course at the 200 level or above.

History courses listed in the intercultural studies program may be taken by majors for history credit, but not for both history and intercultural studies credit.

To encourage superior work in history, the department offers freshman and senior history awards every year, as well as the Algie I. Newlin and the Thomas Thompson scholarships. The Algie I. and Eva M. Newlin and the Rembert W. Patrick lectures bring recognized historians to campus to present scholarly papers. The department sponsors a chapter of Phi Alpha Theta, the international history honor society.

**101 Western Europe 800 to 1500. 4.** What is our inheritance from the Middle Ages? This course examines the development of the medieval idea of a "Christian Empire" from the time of Charlemagne to the mid-fifteenth century. Through a close reading of contemporary texts of law, literature, religion and biography, students will explore such topics as the Papacy, Crusades, feudalism, scholasticism and medieval art. Fulfills history requirement.

**102 Western Europe 1400 to 1930. 4.** What makes our times "modern"? This course investigates the genesis and movement of the modern period, from the Renaissance to the eve of the Second World War. On the basis of contemporary documents, students will discuss such issues as nationalism, the Reformation, absolutism, religion in the Age of Reason and egalitarianism. Fulfills history requirement.

**103 The United States to 1877. 4.** Origin and growth of the United States from colonial times to 1877. Fulfills history requirement.

**104 The United States since 1877. 4.** Social, political, constitutional and economic developments since 1877. Fulfills history requirement.

**150 The World since 1500: Global Perspective. 4.** Examines the development of interconnections among peoples and nations and the expansion of



European political and economic institutions. Emphasizes world response to Western institutions and pursues a global perspective toward modern history. Fulfills history requirement.

**250 Introduction to East Asian Civilization. 4.** An interdisciplinary survey of the cultural heritage of China, Japan and Korea. This course examines the political, social, economic and cultural institutions and values of East Asia, with the aim of highlighting their distinctiveness from Western culture and of understanding the influence of the East on modern East Asia. Limited to freshmen and sophomores. Fulfills intercultural requirement.

**252 North Carolina History. 4.** North Carolina from the period of exploration to the present: colonial foundations, establishment of the commonwealth, constitutional reforms, educational and economic developments; important problems and developments in their national perspective.

**253 History of Women in the United States. 4.** Study of the significance of gender in the development of American culture from colonial times to the present. Attention to the complexity of women's historical experience through examination of social class, racial and ethnic differences among American women.

**255 African-American History. 4.** Surveys major themes in the antebellum period, the development of group consciousness, resistance to slavery, emancipation, Reconstruction, migrations, black nationalism, the civil rights movement and current issues.

**253 Medieval Civilization 1200 to 1500. 4.** This seminar offers students the opportunity to examine the religion and culture of high- and late-medieval Europe. Texts also include the writings of scholasticism and its critics; they also address the influence of religion on the medieval cultural imagination, as revealed in contemporary histories, plastic art and literature.

**254 Renaissance and Reformation 1400 to 1660. 4.** When and why did the Middle Ages end? Students will consider the answers of Renaissance thinkers and investigate their innovations in the fields of art, literature and philosophy. They will also discuss the origins and consequences of its fellow movement, the Reformation, from Luther's Germany to Cromwell's Britain.

**257 Europe from 1815 to 1914: From the French Revolution to the First World War. 4.** Study of the main issues in 19th century Western Europe—

Liberalism, Socialism, Nationalism, the Industrial Revolution, Social Darwinism—and their impact on society, on political and economic development and on culture and religion.

**241 Africa to 1800. 4.** Introduces African social, political and economic systems, geography and cultural diversity, with a survey of major culture areas and civilizations, including the ancient Nile Valley, West Africa, the Swahili coast and the southern savannah. Major themes include ancient trade networks, the rise of Islam and the Atlantic slave trade. Fulfills intercultural requirement.

**242 Africa since 1800. 4.** Surveys the impact of the slave trade, Islamic revolutions, resistance to foreign powers, the brief period of European colonialism, the rise of modern nationalism and current development issues. Fulfills intercultural requirement.

**264 Modern East Asia. 4.** Introductory survey of China, Japan and Korea in the 19th and 20th centuries, with an emphasis on their integration into the international order. Topics include their different responses to imperialism, the struggle to modernize, Sino-Japanese wars and the postwar rise of the Pacific Rim in the global economy. Fulfills intercultural requirement.

**300 Seminar in History. 4.** An advanced research and writing course required of all majors in their junior year. Students select their own topics and, using primary sources, engage in a semester-long project.

**302 Economic History of the United States. 4.** Exploration of the changing character of the American economy from colonial dependency through industrialization to our contemporary consumer society. Special attention to the impact of the dynamics of economic change on diverse groups of Americans.

**303 Social History of the United States. 4.** Study of the methods, contributions and recent critiques of the "new social history." Investigation of social diversity in the United States through an examination of changing social patterns, institutions and relationships of power in the American historical experience.

**307 United States Diplomatic History. 4.** Major trends in American diplomatic history from the Revolution to recent times; economic, social and political forces that have influenced foreign policy.

**311 Recent United States History. 4.** Influence of

politics, wars and individuals on the internal affairs of the United States, with emphasis on the period since the New Deal.

**321 Europe from 1648 to 1789. 4.** Study of the significant developments in Europe from Louis XIV to the French Revolution; effects of 17th century scientific discoveries on religious and philosophical concepts, on society and culture and on political developments.

**322 Twentieth Century Europe. 4.** Economic, political, social and cultural factors in the major developments in Europe since 1914; contemporary trends in global context.

**335 Ancient Greece from Homer to Alexander. 4.** This course examines the roots of Western cultural experience by examining the ideals and traditions of classical Greece. The seminar will focus on the evolution of Greek culture, its ethics, aesthetics and world-view, particularly as it was formed in the course of the Persian Wars and in the battle for Peloponnesian hegemony between Athens and Sparta. As a corollary theme, students will trace the development of Athenian democracy and empire.

**336 Great Britain in the Tudor and Stuart Periods, 1509 to 1688. 4.** This course centers on the political, religious and cultural changes in the British Isles between the reign of Henry VIII and the Glorious Revolution. A central theme is the constitutional questions posed by allegiances to church and king, and by the issue of three kingdoms and one monarchy after the accession of James I (1603). Main topics of discussion include the Reformation and the Civil War (1642-45).

**337 Russia to 1881. 4.** Russia to the assassination of Alexander II, with emphasis on Kievan Russia, Muscovite Russia, rise of the autocracy, position of the peasantry and the revolutionary movement in Russia.

**338 Russia since 1881. 4.** Decline of the autocracy; 1905 and 1917 revolutions; Soviet Russia's international development as a world power.

**362 Twentieth Century South Africa. 4.** Advanced study of the cultural, political and economic history of South Africa within the context of Southern African history. Surveys the 17th through 19th centuries with emphasis on the African context. Concentrates on 20th century political history, using a comparative approach. Fulfills intercultural requirement.

**383 Imperial China. 4.** Advanced study of various themes in traditional China, with an emphasis on the 10th to 18th centuries. Topics include the evolution of the scholar-gentry class, the changing role of the family, peasants and merchants in Chinese society and the development of the economy. Fulfills intercultural requirement.

**384 Modern China. 4.** Advanced study of China in the 19th and 20th centuries, with emphasis upon its struggle to modernize. Topics include the maturation and decay of the imperial order, impact of imperialism, rise of nationalism, peasant rebellion and the many phases of reform and revolution. Fulfills intercultural requirement.

**385 Medieval Japan. 4.** Advanced study of Japan during the 12th to 18th centuries. Topics include the rise and evolution of the samurai class, feudal culture and the emergence of the early modern state. Fulfills intercultural requirement.

**386 Modern Japan. 4.** Advanced study of 19th and 20th century Japan, with a focus on Japan's efforts to fit into the international political and economic order. Topics include the decay of the feudal order, Meiji Restoration, growth of Japanese nationalism and imperialism, the nature of democracy in Japan and U.S.-Japanese relations. Fulfills intercultural requirement.

**450 Special Topics. 4.** Topics may include Witchcraft and Heresy, The Russian Revolutionary Movement, Women in the 19th Century Labor Force, Guilford County. May also be offered at 250 level.

**460 Independent Study. 1-4.** Involves weekly meetings with departmental advisers; oral or written examination. May also be offered at 260 level.

**470 Senior Thesis. 2-4.** Research and writing of a scholarly monograph.

**490 Departmental Honors. 2-4.** Honors and credit with grade of B or above; credit only for grade less than B.

The following courses offered by other departments are accepted as history credit for majors with departmental approval:

**Classics 230. Classical Civilization.**

**General Studies 225-226. Medieval People.**

**Sociology/Anthropology 353. Cultural History of Latin America.**

# JUSTICE AND POLICY STUDIES

arton A. Parks, *Professor, Chair*  
ohn C. Grice, *Associate Professor*  
ichard R. E. Kania, *Assistant Professor*

The justice and policy studies department offers programs which train students in understanding the structures, processes, policies and problems of formal organizations.

Focusing on the criminal justice system and other public service institutions, the department takes an interdisciplinary approach to organizational behavior, working closely with departments in the social sciences. The department emphasizes inquiry into the values of public institutions, experiential learning through internships, field trips, workshops and intensive study of formal structures and processes.

The major is intended for those who plan advanced study in law, criminal justice, public administration and urban affairs, as well as for those who have an immediate career interest in these areas. Past and present majors have undertaken careers in law, administration, law enforcement, courts, corrections, parole, probation, security and juvenile delinquency, as well as in agencies dealing with dispute mediation, spouse and child abuse, volunteer programs, and many others.

Grounded firmly in the liberal arts tradition, the department is concerned with both theory and practice.

A Bachelor of Science degree is offered to all residential students; the Bachelor of Administrative Science degree is offered to Center for Continuing Education students only. Instruction is offered by faculty in the justice and policy studies department, as well as in the departments of political science and sociology/ anthropology. Some specialized courses are taught by qualified professionals from the local community.

Majors must take Introduction to Criminal Justice (JPS 101) and either Public Organization and Management (JPS 310) or Policy Analysis and Public Administration (JPS 340). Six additional courses for the major will be selected in consultation with the student's adviser and will be coordinated with career objectives. At least three of the six must be at the 300 or 400 level. For majors without practical experience within a public agency, exposure to the workings of actual organizations is strongly recommended, and a 4-credit internship should be substituted for one of the 300/400-level courses required above. The related field requirement is satisfied by four courses, taken in approved disciplines or concentrations.

Elementary Statistics (Mathematics 112) is required, and a course in computer science is strongly recommended. Candidates must satisfy, without

substitution, the college requirements for graduation listed elsewhere in this catalog. Transfer students with A.A./A.A.S. degrees in justice-related fields are exempt from the JPS 101 requirement, but must take either Criminal Justice Theory and Practice (JPS 301) or Law and Society (JPS 313) in its place.

The department also participates in the Certificate of Study program of the Center for Continuing Education. A Justice and Policy Studies Certificate may be earned by successful completion of 20 hours (five courses) at the 300 and 400 levels, including either Public Organization and Management (JPS 310) or Policy Analysis and Public Administration (JPS 340).

**101 Introduction to Criminal Justice. 4.** Survey of the criminal justice system—its philosophy, history, development, role and the constitutional aspects of the administration of justice. Review of the agencies and processes of criminal justice. Counts toward the social science requirement.

**201 Substantive Criminal Law. 4.** Substantive law of crime and defenses. Homicide, assault and battery, burglary, crimes of acquisition (larceny, embezzlement, false premises, robbery), conspiracy, criminal agency and corporate liability, accessories, concept of failure to act and negative acts and legal causation.

**202 Law Enforcement: The Police in Society. 4.** Survey of the police as a social institution: structure and process of police systems. Organizational and behavioral approaches to policing, with particular emphasis on the problems of maintaining public order under rapidly changing social circumstances.

**203 Punishment and Corrections. 4.** Survey of the structure of correctional institutions, parole, probation and community-based correctional programs. Methods used and problems faced in the supervision and rehabilitation of adjudicated offenders.

**204 Courts: Prosecution and Trial. 4.** The adjudication process and trial courts as social institutions: law and the legal mentality, structure and processes of federal, state and local court systems. Traditional and behavioral approaches to the courts. Current problems: heavy case loads, plea bargaining, changing social norms, sentencing practices.

**205 Juvenile Delinquency: Youth in Trouble (Sociology/Anthropology 205). 4.** Survey of the problems of delinquency in contemporary society; juvenile courts and institutions; prevention and treatment programs; theories of delinquency causation and treatment.

**220 Responsibility and Community (Sociology/Anthropology 220).** 4. Conceptual foundations of public service: an in-depth examination of the two concepts fundamental to the study of justice and policy. Various approaches to understanding responsibility and community.

**221 Community Relations.** 4. Factors contributing to either cooperation or disharmony in public sector community relations, social problems and cultural conflict. Historical developments, contemporary issues and possible programs are examined.

**244 Conflict Resolution Strategies (Sociology/Anthropology 244).** 4. Examines conflict from the perspective of resolving the issues involved rather than how conflicts are won and lost. Both conflict and its nonviolent resolution are viewed as processes with skills and stages to be mastered and understood. Focus on both conceptual issues in the development and nature of conflict resolution and practice in developing skills.

**290 Internship.** 4-8. Supervised internship with a criminal justice or volunteer service agency. May be repeated once in a different agency. Recommended for students with no work experience in the criminal justice system or in other public agencies.

**301 Criminal Justice Theory and Practice.** 4. Applications of various fields of theory to criminal justice policy questions: managerial, psychological, sociological and political-ideological theories are reviewed. Prerequisite: Justice and Policy Studies 101 or its equivalent.

**302 Legal Thought in Historical Perspective (Political Science 302).** 4.

**310 Public Organization and Management.** 4. Study of managerial principles and the structures of public organizations, the organizational environment and processes of leadership, decision-making, planning, communication and organizational change as applied in public agencies.

**313 Law and Society.** 4. Introduction to sociological jurisprudence. The legal system, legal institutions as instruments of stability and social change. Law and social processes, legal decision-making, and cross-cultural comparisons of legal systems and legal values. Counts toward the social science requirement.

**318 Demography (Sociology/Anthropology 318).** 4.

**320 Ethics in Justice and Policy Studies.** 4. Ethical standards and considerations for justice and public service agency officials. Examination of causes and consequences of corruption and other unethical behavior of public officials within the criminal justice system and in related agencies of government.

**333 Criminology (Sociology/Anthropology 333).** 4. Survey of criminological theory; the nature and causes of criminal offenses and the socioeconomic characteristics of both offenders and at-risk populations.

**339 Methods of Research.** 4. An introduction to the analytical tools and techniques used to conduct research in both justice administration and related social sciences. Theory construction, concepts of evidence and proofs, statistical tests and causality versus correlation; doing both original and secondary research, including legal research, conducting surveys, field investigations, interviewing and participant observation. Should be taken in advance of JPS 460, 470 and 490 and by those students considering graduate study. Prerequisite: Mathematics 112 (Elementary Statistics).

**340 Policy Analysis and Public Administration.** 4. Organizational decision-making in the public sector; problem identification, resource assessment, choice, implementation and evaluation. Advanced techniques of decision-making with particular reference to quantitative approaches, including the use of computers.

**400 Advanced Problems.** 4. Selected topics in the fields of criminal justice and public administration examined in depth. Problems will vary with each offering. Topics under consideration may include: Police Administration, Court Administration, Jails and Prisons, Security and Crime Prevention, The Death Penalty in the U.S.A., Coercion and Force in Justice.

**435 Constitutional Law in the Political Process I (Political Science 435).** 4.

**436 Constitutional Law in the Political Process II (Political Science 436).** 4.

**450 Special Topics.** 4. May also be offered at 250 level.

**460 Research Problems/Independent Study.** 1, 4. Opportunities for upper-level students to conduct individualized research into topics and fields of interest in which courses are not offered.

**40 Senior Thesis. 4-8.** Major research project assigned and conducted under the supervision of a faculty member. Prerequisite: JPS 339.

**40 Departmental Honors. 4-8.**

## MANAGEMENT

*ter B. Bobko, Associate Professor, Chair*

*win G. Caudill, Professor*

*William F. Stevens, Associate Professor*

*Charles G. Carter Thomas H. Thornburg,*

*Assistant Professors*

*Anne Ilmitch, Instructor*

The management department is committed to a number of principles which we believe will ensure that our students receive the best possible education. These include the following: close faculty-student rapport, career-minded course content, a strong library and library research emphasis, computer training on both microcomputers and mainframe, field internships, case-study and an emphasis on sound communication skills.

Through these priorities, the management department seeks to prepare students to be immediately effective in management and administration while cultivating their potential for further growth. The course of study is designed to develop an understanding of the role of the United States economy as well as the management of public and private organizations in a changing society.

To meet the exacting demands of tomorrow's world, the manager or the businessman or woman of the future requires not only a high degree of professional competence in the technical aspects of management but also a broad grasp of economics, social, human, cultural and political values. Therefore, the management major at Guilford is conceptually based as well as career oriented, and the student's total program is closely integrated with the college's liberal arts curriculum.

In conjunction with an adviser, a student may choose to emphasize one area of study while meeting major course requirements. Possible areas of emphasis include Financial Management, Personnel Management, Information Systems and Marketing Management. A student may, with the help of an adviser, develop another area of emphasis, as long as it meets the standards of the department.

A Bachelor of Science degree is offered to all students. The Bachelor of Administrative Science degree is offered to Center for Continuing Education students only. Nine major and four related field courses are required for the Bachelor of Science degree; 10 major and six related field courses are required for the Bachelor of Administrative Science. Major courses required for either degree include Management 215, 241, 245, 301, 324, 332

and 449. Each student must also complete one of the following: Management 330, 333, 336, 341 or 347. Courses taught outside the department but usually required as part of the related field include Principles of Economics, Principles of Accounting, and Statistical Methods.

Students are strongly recommended to also complete 4 credits of management internship experience.

Prerequisites for all 300- and 400-level courses include: Accounting 201 and 301 (with a grade of C or better), Economics 221 and 222 and Management 241 and 245. Completion of all prerequisites is required prior to enrolling in any upper level management course. (Accounting 311 may be substituted for Management 245 wherever it appears).

**120 Introduction to Business. 4.** Components, types, nature and purpose of business organizations. Inherent social and ethical problems of business operations and the role of business in a free enterprise economy. This course is designed for non-management majors. Does not count toward the major.

**215 Business Law. 4.** Legal basis for the efficient functioning of the economic system; economic changes reflected in the legal system; relationship between economics and business law, including selected topics in contracts, agency, sales, property and wills.

**236 Employee Ownership Alternatives. 4.** The legal and tax implications of various forms of employee ownership and participation in management decisions. The relative benefits of the various alternatives are examined in terms of productivity, profitability, innovativeness and staff morale.

**241 Computers and Management. 4.** Characteristics and types of hardware and software; applications of computers in management; introduction to computer programming; data files; interface; and networking.

**245 Quantitative Methods. 4.** Techniques of management science including inventory management, networks, linear and dynamic programming, queuing, simulation and decision analysis.

**282 Fundamentals of Investing. 4.** Introduction to securities and securities markets. Exposure to financial literature and techniques of analysis, with application in a stock market simulation. No prerequisite.

**290 Management Internship. 2-4.** A combined on-the-job and academic experience arranged with a local business and supervised by a management

department instructor. Consisting of experiential learning, managerial analyses, reports and an oral presentation of the report findings. Open to juniors and seniors.

**301 Organization and Management. 4.** Theory, principles, practices and problems involved in organizing and managing any formal organization: business, government, institution, a conceptual methodological, operating, control and feedback systems approach illustrated by a consideration of cases.

**315 Business Law II, Real Estate Law. 4.** Social, economic and legal setting of real estate; nature and functions of real estate markets, liens, easements, encumbrances, contracts, transfer of title and deeds; role of real estate and real estate development.

**320 Organizational Behavior. 4.** Role and functions of the manager; skills needed to understand and react intelligently to determinants of behavior and consequences of behavior in organizational settings; interpersonal, intergroup and intragroup situational analysis. Prerequisite: Management 301 strongly recommended.

**321 Personnel Administration. 4.** Techniques, issues and problems in recruitment, selection, development, utilization of and accommodation to human resources in organizations.

**324 Introduction to Marketing. 4.** A first course in marketing, focusing on product definition, distribution, pricing strategies and promotion. International marketing and the ethics of marketing.

**327 Research and Analysis Methods. 4.** Research design, data collection methods, including standard and unobtrusive measures; analysis of the results of marketing research; forecasting techniques, such as time series analysis and product life cycle analysis. Prerequisite: Management 324.

**330 Managerial Analysis. 4.** Managerial use of economic concepts in the formulation of business policy: profit, competition, demand, cost and capital investment.

**332 Financial Management I. 4.** Meaning, preparation and analysis of financial information, with emphasis on the managerial aspects of alternative investment opportunities, profitability evaluating techniques, capital planning and budgetary control.

**333 Money, Banking and Monetary Theory. 4.** Nature and functions of money; description and

analysis of the banking system; overview of modern monetary theory and policy. Prerequisite: Management 332.

**336 Financial Management II. 4.** Theory, principles and practices of corporate finance; conceptual background; problems of financial allocation of corporate resources; role of finance executives. Prerequisite: Management 332.

**341 Management Information Systems. 4.** Introduction to information systems; data base development and design; information systems methodology. Prerequisite: Management 241 or equivalent.

**347 Production and Operations Management. 4.** Analysis of the production/operating function in both manufacturing and nonmanufacturing organizations. A selection of decision-making tools are presented in class, discussed in cases and, when possible, implemented in computer programs.

**360 Management in Japan. 4.** Study of how organizations are managed and businesses conducted by Japanese managers. Focusing on the Japanese manager, this course explores the cultural and sociological forces that have shaped and continue to influence the management styles and organizational features of Japanese business. Major emphasis is on a research paper. Prerequisite: Either Management 301 or junior standing and permission of the instructor. Fulfills intercultural requirement.

**420 Real Estate. 4.** Economic, social and legal setting of real estate, including brokerage, value, price and investment considerations. Productivity analysis, financial methods, federal taxes and appraising for market value. Management, leasing, assessments and insurance. Designed for those interested in a business career or concerned with owning or investing in real estate.

**421 Industrial Relations. 4.** Role, functions and problems of management in the collective bargaining process. Bargaining issues of rights, job design, pay, fringe benefits and due process. Negotiation and administration of the agreement. Prerequisite: Management 321.

**424 Marketing Strategy. 4.** A framework in which the student performs market analysis, formulates marketing strategies and implements marketing plans in a simulated competitive environment. Prerequisite: Management 324; Management 327 recommended.

**449 Policy Formulation. 4.** Capstone course based on case studies and analyzing the total operation

nection in manufacturing and nonmanufacturing organization. Developing policies which support organizational goals under varying constraints. Analysis of economic, political and social influences on the firm. Prerequisites: Management 215, 311, 301, 324, 332, and one of the following—Management 330, 333, 336, 341, 345 or 347.

**50 Special Topics. 4.** May include studies in advanced financial policies, real estate investment/development, systems analysis or marketing research. May also be offered at 250 level.

**60 Independent Study. 1-4.** In addition to individual student projects, the department may offer special seminars or work seminar projects. May also be offered at 260 level.

**70 Senior Thesis. 1-4.** Individual experience in the research techniques of management; writing of professional paper. By departmental approval.

**90 Departmental Honors.**

## MATHEMATICS

Howard G. Parker, Professor, Chair  
James R. Boyd G. Rudolph Gordh, Professors  
Emma Morell Manduley, Floyd A. Reynolds,  
Assistant Professors

The mathematics department subscribes to the theory that mathematics is better learned by doing than by observing; thus active student participation is encouraged in all programs. Since the opportunity for students to work with faculty individually and in small groups is also of utmost importance, numerous small classes and seminars are provided.

Students majoring in mathematics are encouraged to discover areas in which they have both talent and interest, to gain familiarity with a wide range of mathematical areas and to acquire deeper knowledge of some mathematical specialty.

Majors are required to complete 32 credits in mathematics courses or seminars numbered above 20. Three courses are required of all majors: Foundations of Mathematics I (131), Multivariable Calculus (225) and Linear Algebra (325). In addition, each student must take one upper level course in theoretical mathematics (selected from 335, 430 and 435) and another in applied mathematics (selected from 310, 320, 410, 415 and 420). Majors who wish to prepare for graduate school should take Foundations of Mathematics II (132), Algebraic Structures (430) and Real Analysis (435).

Many majors emphasize a particular area of mathematics in their course work beyond the requirements. Those emphasizing theoretical mathematics have been notably successful in graduate

study at respected universities. Other students emphasize applied or computer mathematics in preparation for graduate school or for careers in business and industry.

For students who choose to double-major, physics is the most frequent second major, but many other disciplines, including those in the humanities, are sometimes selected. Such combinations are welcomed by the department.

The department serves other academic areas through courses in elementary functions and calculus, statistics, mathematics for the liberal arts, and mathematics for prospective teachers.

The *Journal of Undergraduate Mathematics*, an internationally distributed periodical published by the department, is devoted to undergraduate research and frequently includes articles by Guilford students. The *Journal* sponsors conferences on undergraduate mathematics which provide students an opportunity to share their ideas with other talented students and to hear lectures by prominent mathematicians. Mathematics majors are sometimes invited to attend these and other conferences with faculty members. The department also has hosted national and regional meetings of professional mathematicians.

**103-104 Mathematics for Elementary and Middle School Teachers I, II. 4, 4.** Introduction to the basic ideas and content of elementary school mathematics with emphasis on methods and materials for teaching children. Does not count toward the major. Either course fulfills nonlaboratory science requirement for elementary education majors only.

**110 Mathematics for the Liberal Arts. 4.** The nature of mathematics from cultural, historical and logical viewpoints, stressing relationships between mathematics and other disciplines. Recommended for humanities, fine arts and education majors; does not count toward the major in mathematics. Fulfills nonlaboratory science requirement.

**112 Elementary Statistics. 4.** Descriptive statistics; probability and probability distributions; sampling and sampling distributions; confidence intervals and hypothesis testing; correlation and regression analysis; analysis of variance. Emphasis on application and interpretation. Recommended for social science and preprofessional majors; does not count toward the major in mathematics. Fulfills nonlaboratory science requirement.

**113 Discrete Mathematics and Computer Programming. 4.** Fundamentals of programming in BASIC language integrated into study of discrete mathematical topics such as linear programming, matrix algebra, stochastic processes, etc. Prepares students for entry test into the computer concen-



tration. Does not count toward the major. Fulfills nonlaboratory science requirement.

**115 Elementary Functions. 4.** Precalculus analysis of algebraic, exponential, logarithmic, trigonometric and inverse trigonometric functions. Does not count toward the major. Only for students planning to take calculus but not having the necessary prerequisites.

**121 Calculus I. 4.** Calculus of single-variable algebraic, exponential and logarithmic functions, emphasizing the concepts, techniques and applications of limits, differentiation and integration in both physical and geometric settings. Fulfills nonlaboratory science requirement.

**122 Calculus II. 4.** Calculus of single-variable trigonometric and inverse trigonometric functions including polar coordinates, with emphasis as in Mathematics 121, but especially on integration and its applications. Numerical and power series with emphasis on approximation. Prerequisite: Mathematics 121. Fulfills nonlaboratory science requirement.

**123 Accelerated Calculus. 4.** Special course in calculus covering the content of Mathematics 121 and 122 in one semester for students having exceptional precalculus preparation or previous introduction to calculus. Fulfills nonlaboratory science requirement.

**131 Foundations of Mathematics I. 4.** Axiomatic development of an elementary mathematical system, stressing the logical nature and structure of mathematics. Required of all majors. Fulfills nonlaboratory science requirement.

**132 Foundations of Mathematics II. 4.** Continuation of Mathematics 131 for students desiring more work on the nature of mathematical proof in preparation for upper-level theoretical mathematics courses. Prerequisite: Mathematics 131.

**225 Multivariable Calculus. 4.** Power series and approximation. Calculus of functions of several variables including partial differentiation, multiple integration and vector analysis. Required of all majors. Prerequisite: Mathematics 122 or 123. Fulfills nonlaboratory science requirement.

**230 Geometry. 4.** Topics chosen from hyperbolic, elliptical, projective, affine, etc., geometry emphasizing axiomatic development and/or physical application with content dependent upon student interest and background. Recommended for majors who are prospective secondary school teachers. Prerequisite: Mathematics 131.

**310 Probability and Statistics. 4.** Fundamentals of the analysis and interpretation of statistical data theory and application. Prerequisite: Mathematics 225.

**320 Mathematics for the Physical Sciences (Physics 320). 4.**

**325 Linear Algebra. 4.** Introduction to systems of linear equations, matrices, linear spaces and linear transformations, including applications of these concepts to other areas of mathematics and to other fields. Required of all majors. Prerequisite: Mathematics 225.

**335 Topology. 4.** Topics in point-set, geometric, general or algebraic topology with content dependent on student and instructor interest. Suggested for majors emphasizing theoretical mathematics. Prerequisite: Mathematics 132.

**410 Operations Research. 4.** Probability, sampling inventories, waiting lines, competitive strategies, linear programming. Suggested for majors emphasizing computer mathematics. Prerequisites: Mathematics 310 and 325.

**415 Numerical Analysis 4.** Techniques, theory, computer programming and application of approximations of zeros of functions, solutions to systems of equations, integrals and ordinary differential equations. Suggested for majors emphasizing computer mathematics or mathematical physics. Prerequisite: Mathematics 325.

**420 Advanced Mathematical Methods (Physics 420). 4.**

**430 Algebraic Structures. 4.** Study of algebraic structures such as groups, rings, integral domains and fields and their morphisms. Suggested for majors emphasizing theoretical mathematics or preparing to teach secondary school mathematics. Prerequisites: Mathematics 131 and 325.

**435 Real Analysis. 4.** Rigorous study of real functions including topics from limits, sequences, series, differentiation, integration. Suggested for majors emphasizing theoretical mathematics or mathematical physics. Prerequisites: Mathematics 131 and 225.

### Mathematics Seminars

Seminars are provided to allow and encourage students and faculty members to pursue topics of mutual interest beyond the scope of regular classes. Topics range from theoretical areas such as abstract algebra and topology to the use of computers in solving applied problems. Students must prear-



seminars with faculty members on or before registration day; no student may register for a seminar without prior departmental approval. Seminars carry from 1 to 4 credits and may be repeated for credit with permission of the department.

**70 Seminar in Mathematics. 1-4.** Lower level seminar in selected topics. Prerequisite: consent of the department.

**70 Seminar in Mathematics. 1-4.** Upper level seminar in selected topics. Prerequisite: consent of the department.

## MUSIC

*Edward Lowe, Dana Professor of Music,*

*Chair*

*Timothy H. Lindeman, Adjunct Assistant*

*Professor of Music*

*Marilyn Greene Burriss, Lecturer in Music*

The music department at Guilford College offers students a wide variety of opportunities in performance, music appreciation and music theory. The special emphasis of the Guilford program is applied music – vocal and keyboard. Through consortium arrangements with neighboring institutions, qualified students may pursue a major or a minor in music.

The College Choir, through its annual concert tour and community programs, serves as ambassador of goodwill for Guilford. Activities are designed for community enrichment, the high point of the season being the annual Christmas concert. Numerous other public performances are presented, and by audition, members of the choir have the opportunity to perform with additional choral ensembles. Participation in the choir is designed to add to the total enrichment of student life. Membership is open to all students genuinely interested, willing to work hard and strongly committed to the choir.

The music department presents a musical revue every other year. In alternate years a Broadway musical is produced in cooperation with the theatre studies department. All Guilford College students are eligible to audition for parts.

Choir scholarships are offered by the college for qualified students. In addition, the Fletcher Foundation, the William Topkins, the Laura Kelly Dobbins and the Maxine Kirch Ljung scholarships are available to talented students pursuing a major or a minor in music.

**101 Music Theory I. 3.** Examines the materials and structure of music: time, melody, harmony and form. The music studied is tonal in nature and Western in origin. Students must concurrently

enroll in Music 103. Fulfills creative arts requirement.

**102 Music Theory II. 3.** Continuation of Music 101. Prerequisite: 101 or permission of instructor. Student must concurrently enroll in Music 104.

**103 Aural Skills I. 1.** Musical awareness and perception are developed through ear training and sight-singing.

**104 Aural Skills II. 1.** Continuation of Music 103. Prerequisite: Music 103 or permission of instructor.

**111 Music Literature. 4.** Music appreciation. Introductory course designed to train students in intelligent listening. Selected representative works from plain song through contemporary music. Open to all students. Fulfills creative arts requirement.

**114 Guilford College Choir. 1.** Choir meets three times weekly. Pass/fail grading.

**115 Traditional Afro-American Music. 4.** Music literature. Course tracing the historical development of music of Black Americans; designed for the student interested in gaining an understanding of music in the context of African and Afro-American cultures. Open to all students. Fulfills the creative arts requirement. Alternate years.

**250 Private Lessons in Piano, Organ or Voice. 1-2.** Additional fees.

**450 Special Topics. 4.** Courses of special interest such as Guide to Understanding Opera, Introduction to Understanding 20th Century Music, and Guide to Understanding Symphonic Music. May also be offered at 250 level.

**460 Independent Study. 1-4.** May also be offered at 260 level.

### The Instrumental Ensemble

Qualified students who express an interest in ensemble work may participate in instrumental ensembles at the University of North Carolina-Greensboro and at Greensboro College.

## PHILOSOPHY

*Jonathan W. Malino, Professor, Chair*

*Grimley T. Hobbs, Professor*

*C. Thomas Powell, Assistant Professor*

In the most famous courtroom defense in history, Socrates is reputed to have said, "The unexamined life is not worth living." Whether Socrates was right or wrong—itself an excellent philosophical

question—philosophy is committed to the persistent and relentless examination of life in all its aspects.

Etymologically the love of wisdom, philosophy seeks wisdom by prodding us to become more articulate and reflective about the fundamental principles underlying our understanding of nature, ourselves and others. Reflection leads to criticism, and ultimately, or so the philosopher hopes, to a more refined, profound and true grasp of our world.

As Aristotle noted, philosophy begins in wonder: Did the universe have a beginning? Is there a God? Is there a single ultimate principle of morality? Do I really have choices in life? Do I really know what I think I know? But wonder alone is not enough. Discipline, skill and rigor are essential too. And so philosophy is concerned with developing our abilities to reason, to interpret the thoughts of others and to express our own ideas. It is for this reason that the rewards of philosophical training can be found where one might least expect them, in the worlds of business and the professions.

Philosophy's nature dictates that the boundaries between the philosophical and the non-philosophical are fuzzy at best. The philosopher draws not only on the rich tradition of philosophical thought, but also on the entire range of disciplines which make up human inquiry. It is thus no surprise that philosophers are working side by side with linguists, psychologists, mathematicians, physicists and computer scientists at the cutting edge of the computer revolution. Double-majoring—joining philosophy to a second major in the humanities, natural or social sciences, or preprofessional programs—also becomes an especially exciting and natural option, with benefit not only to a student's breadth but also to the depth of his or her studies.

To major in philosophy, a student must complete eight philosophy courses (plus the departmental seminar), among them Ethics 111, Formal Logic 292, the history of Western philosophy 201, 202, one course devoted to an individual philosopher, and one 400-level course. Individually tailored independent studies are available to supplement regular course offerings. Outside the classroom, lectures and informal discussions are sponsored by a philosophy club, which also arranges for students to attend lectures and colloquia at UNC-Greensboro, Wake Forest, UNC-Chapel Hill and Duke.

**100 Introduction to Philosophy. 4.** Major philosophical problems, methods and positions, as set forth in selected works by philosophers such as Plato, Aristotle, Descartes, Hume, Whitehead, Russell and Sartre. Counts toward humanities requirement.

**111 Ethics. 4.** Chief theories of the nature and

principles of the moral life, with regard to both the ends human beings seek and the obligations which claim their commitment. Counts toward humanities requirement.

**201 Ancient and Medieval Western Philosophy. 4.** Historical development of philosophical thought in Western civilization in terms of the main periods and thinkers from ancient Greek philosophy through medieval scholasticism. Counts toward humanities requirement.

**202 Modern Western Philosophy. 4.** Historical development of philosophical thought in Western civilization in terms of main periods and thinkers from early modern through 19th-century thought. Counts toward humanities requirement.

**221 Philosophy of Religion. 4.** Reason and religion: proofs of God's existence, faith and reason, the problem of evil, morality and religion, religious language. Counts toward humanities requirement.

**246 Business Ethics. 4.** The ethical basis for determining corporate social responsibility, employee rights, conflicts of interests, whistle blowing, discrimination and problems with advertising. Counts toward humanities requirement.

**247 Journalistic Ethics. 4.** Major considerations in making moral decisions in media pursuits. Focuses not only upon accepted norms in journalism, but on why such practices are themselves desirable or undesirable. Counts toward humanities requirement.

**292 Formal Logic. 4.** Methods, foundations and philosophical implications of using symbolic languages to evaluate deductive reasoning.

**336 Social and Political Philosophy. 4.** Principal theories of the foundation of political society; the nature of political authority; limits of political obligation; relation of theories of human nature to social/political theory. Counts toward humanities requirement.

**375 Mind and Nature. 4.** An exploration of puzzles arising from the attempt to comprehend mind as part of nature. Topics include mind and body, consciousness, perception, belief and desire, freedom and determinism, and computer simulation of mental capacities. Counts toward humanities requirement.

**376 Theory of Knowledge. 4.** Historical and contemporary readings on the nature and sources of knowledge, justification, rationality and skepticism. Counts toward humanities requirement.

**101 Topics in Contemporary Philosophy. 4.** Main developments in 20th-century philosophy with emphasis on philosophy of language, epistemology and metaphysics.

**106 Kant. 4.** Intensive and systematic study of Kant's epistemology and metaphysics. Texts: *Critique of Pure Reason* and/or *Critique of Judgment* and/or selected pre-Critical writings.

**107 Hegel and Marx. 4.** Readings from Hegel's *Philosophy of Right* and *Phenomenology of Spirit*, followed by extensive readings from the work of Karl Marx.

**150 Special Topics. 4.** Courses include Philosophy of Science, Language and Mind, Moral Autonomy, German Philosophy, Medical Ethics and courses devoted to individual philosophers, e.g., Plato, Wittgenstein and Hume. May also be offered at 250 level.

**160 Independent Study. 1-4.** May also be offered at 260 level.

**170 Senior Thesis. 4-8.**

**180 Departmental Seminar. 2.** Reading and discussion of recent contributions to philosophy.

**190 Departmental Honors.** Credit to be determined.

## PHYSICS

Heridan A. Simon, Professor, Chair  
 Oxford E. Adelberger, Professor  
 Thomas P. Espinola, Assistant Professor

Computers, lasers, quarks and supernovae are some of the subjects studied in various courses in the physics department. Both the world and our view of it have been radically changed by the incredible new discoveries of the last century. These discoveries are described and discussed in a nonmathematical way in courses such as Physics for Nonscientists, our astronomy classes and Digital Electronics – all open to nonscience majors – and in a sophisticated and mathematically rigorous way in such courses as Classical and Modern Physics, which is intended for physical science majors.

The physics major program has three principal commitments: to the student bound for graduate school in physics; to the student bound for a career or graduate school in a related area, such as mathematics, astronomy, teaching, law, medicine, engineering or technical fields; and to adult education, directed toward training professionals in industry, civil service and education for better jobs or enhanced job security. The physics department offers

a complete major program at night through the Center for Continuing Education for adults who are employed during the day.

A total of 32 credits in physics, including Physics 231, 232 and 470, are required for a major, with no more than two courses being on the 100 level. Usually physics majors take Physics 121 and 122 as prerequisites for later courses. Four mathematics courses, including Math/Physics 320, constitute the related field. The recommended course of study for students intending to obtain a Bachelor of Science degree in physics is: freshman year – 121, 122; sophomore year – 223, 231, 232, 320, and 324; junior year – 421 and 422; senior year – 423, 470. Students planning to attend graduate school in physics or a related field are urged to take additional courses, particularly 331, 332, 420, 441 and 442.

Many physics majors have second majors in the liberal arts or mathematics. Others select the option of a dual-degree program in engineering with the Georgia Institute of Technology.

For science majors outside the physical sciences, the department teaches several courses of interest: the astronomy courses and two courses in general physics taught without a calculus prerequisite, and two courses, Mathematical Physics and Advanced Mathematical Physics. Additional courses of general interest are offered in electronics and experimental methods.

The physics program at Guilford is a vital and active one in which students and faculty interact constantly in research projects and classes as well as on an informal basis.

**101 Physics for Nonscientists. 4.** Introductory course, intended for students with limited mathematical background. Centered on one of several topics such as an in-depth look at the physics of the energy problem or a survey of modern physical thought. The relevance of physical laws to both society and the environment is discussed. Laboratory work required. Does not count toward the major. Fulfills laboratory science requirement. Alternate years beginning fall 1991.

**106 General Astronomy. 4.** This course, which is intended for nonscience majors with limited mathematical background, will cover topics selected from stellar astronomy, planetary studies, galactic astronomy and cosmology. Does not count toward the major but does satisfy the nonlaboratory requirement.

**107 The Solar System. 4.** This course, aimed at the nonscience major, covers physical descriptions of the planets, the natural satellites, the sun, asteroids and comets, with strong emphasis on recent information from landers and fly-by probes. Gen-

eral discussion of artificial satellites and their applications, space travel and future possibilities in space exploration. Does not count toward the major. Fulfills nonlaboratory science requirement. Spring of even years.

**108 Stellar Astronomy. 4.** Topics for this course, aimed at the nonscience major, include the structure and evolution of stars, galaxies and the universe as a whole; black holes, quasars, pulsars and the question of the origin of the universe. Emphasis is on experiment and observation using the college and Tri-College Observatory telescopes. Does not count toward the major. Fulfills laboratory science requirement. Spring of odd years.

**121-122 Classical and Modern Physics I, II. 4, 4.** For physics majors and others interested in studying physics using calculus. Topics include Newtonian mechanics, fluids, electromagnetism, mathematical techniques and applications of computer methods for computation, data reduction and modeling of physical phenomena. Co-requisite: Math 121, 122. Fulfills laboratory science requirement. Sequence begins each fall. Evenings every third year (1992).

**202 Digital Electronics. 4.** Self-paced laboratory course to familiarize the student with digital electronic components and measuring equipment; to provide experience in the design and construction of digital devices. For majors or nonmajors, no prerequisites. Fulfills laboratory science requirement. Fall of odd years.

**203 Analog Electronics. 4.** Laboratory course for majors in physics and other sciences to familiarize the student with analog electronic components and measuring equipment and with the design and construction of analog systems. Prerequisites: Physics 122, Math 122. Fall of even years.

**211-212 College Physics I, II. 4, 4.** For science majors and other interested students whose mathematics background includes algebra and trigonometry but not calculus; no previous physics required. This general survey of physics includes mechanics, energy, thermodynamics, gravity, electricity and magnetism, optics, wave motions and radioactivity. Laboratory includes both traditional experiments and a strong computer component in which students learn to write BASIC programs both for computational and simulation purposes. Not recommended for physics majors. Fulfills the laboratory science requirement. Sequence begins each fall.

**223 Classical and Modern Physics III. 4.** General survey of wave phenomena including light, sound

and deBroglie waves; optics; special relativity; and elementary quantum physics. This course includes a discussion of the classic experiments which helped overturn classical physics. Prerequisites: Physics 122, Math 122. Co-requisite: Math 225. Fall.

**231-232 Experimental Physics I, II. 2, 2.** The study of intermediate level techniques in experimental measurements and experimental design, including data reduction and analysis techniques and methods of presenting experimental findings by various styles of oral and written reports. Exact content varies as equipment and experiments are constantly updated. Prerequisites: Physics 122, Math 122. Sequence begins each fall.

**250 Special Topics. 2 or 4.** Elementary and intermediate topics in physics and astrophysics are offered as desired by students. Offerings have included fluid mechanics, astrophysics, observational astronomy, and computer interfacing.

**260 Independent Study. 1-4.** Topics of interest to individual students are offered as requested. Elementary and intermediate offerings have included astrophysics, elementary particle physics and optics.

**320 Mathematical Physics I. 4.** Topics in mathematics of particular importance to scientists and engineers. Use of infinite series, integration techniques, ordinary differential equations, Fourier series and complex numbers are studied through both analytic and computational approaches. Computer methods include Simpson's Rule, Runge-Kutta, Newton-Raphson and others using both mainframe and microcomputers. Prerequisites: Math 122, Physics 122 strongly suggested. Fall.

**324 Thermal Physics. 4.** The thermal properties of matter are studied from both applied approach of thermodynamics and the theoretical analysis of statistical mechanics. Topics include the laws of thermodynamics, equations of state, first order phase transitions, partition functions, entropy and quantum statistics of particles. Prerequisites: Physics 122, Math 225. Spring.

**331-332 Experimental Physics III, IV. 2, 2.** Advanced techniques in experimental measurement and design are offered to students particularly interested in experimental physics. Exact content varies as equipment and technology evolve. Prerequisites: Physics 223, Physics 232. Sequence begins fall of even years.

**420 Mathematical Physics II. 4.** Mathematical topics of importance to students interested in theoretical physics are studied, including special func-

ons, functions of complex variables, and partial differential equations. Problems considered have included Bessel equations, boundary value problems, the heat flow equation, the Poisson equation, and the wave equations. Both analytical and numerical solutions are studied. Prerequisite: Mathematical Physics 320. Fall of odd years.

**21 Mechanics. 4.** The study of forces and energy and their effect on the motion of particles. Topics include the motion of a particle in a force field, the dynamics of rigid bodies, the detailed study of damped, forced and coupled oscillators. Newtonian and Lagrangian formulation of mechanics, as well as computational methods of solution will be studied. Prerequisites: Physics 122, Math/Physics 320. Fall.

**22 Electromagnetism. 4.** The study of the theory of electric and magnetic fields and their interactions with matter. Topics include the use of vector calculus, Gauss's law, Ampere's law, diamagnetism, multipole fields and the law of Biot-Savart. Prerequisites: Physics 122, Math/Physics 320. Physics 203 recommended. Spring of odd years.

**23 Quantum Mechanics. 4.** The study of the theory of the interaction of particles, waves and fields in atomic and subatomic systems. Topics include the Schrodinger formulation, operator formalism and perturbation theory. Prerequisites: Physics 223, Math/Physics 320. Math/Physics 420 recommended. Fall of even years.

**41 Advanced Modern Physics. 4.** Topics in applied modern physics including the hydrogen atom and other atomic systems, nuclear physics, condensed matter and elementary particles. Prerequisites: Physics 223, Math/Physics 320. Fall of odd years.

**42 Advanced Classical Physics. 4.** Advanced topics in classical mechanics and electromagnetism. Topics may include Hamiltonian mechanics, motions of particles in non-inertial reference frames, the Maxwell equations, electromagnetic radiation, and the dynamics of relativistic particles and electromagnetic fields. Prerequisites: Physics 421, Physics 422. Physics 420 recommended. Offered on demand.

**43 Astrophysics. 4.** The study of the application of physics to astronomical systems. Topics may include stellar structure and evolution, energy generation and nucleosynthesis, the interstellar medium, radiative transfer and degenerate stars. Fall of even years.

**50 Advanced Special Topics. 2 or 4.** Offerings have included solid state physics, "Science and

Science Fiction," "Technology and Man's Evolution Response" and observational astronomy.

**460 Advanced Independent Study. 4.** Topics have included biophysics, the physics of ocean waves, and a variety of internships with local industries and the city engineering department.

**470 Research and Thesis. 4-8.** Although enrollment is normally during the final year, the student is expected to begin work during the intermediate years on various research projects which will culminate, under guidance, in a well-defined research project and the writing of a thesis during the senior year, in the standard form for technical papers in physics as currently set forth in the American Institute of Physics Style Manual. Recent thesis subjects have included construction of a digital logic system, computer simulation of stellar evolution, theoretical modeling of a rotating star, and construction of interfaces between data acquisition instrumentation and microprocessors.

## POLITICAL SCIENCE

*William E. Schmickle, Associate Professor, Chair*  
*William C. Burris, William A. Carroll, Professors*  
*Louis B. Fike, Associate Professor*

Political science is the study of politics and government. More broadly defined, it is the study of the values, procedures and actions of people and institutions that are related directly or indirectly to the making of authoritative public policy in society.

At Guilford College political science is an integral part of the liberal arts curriculum. Perceived as an art as well as a science, the discipline is offered at Guilford in order to encourage student understanding of political behavior in its cultural, ideological, historical and institutional settings.

Eight courses (32 credits) are required for the major in political science, including four specific courses: The American Political System, Political Systems of Western Europe, Introduction to International Politics, and Introduction to the Classics of Political Thought. The four additional courses may be selected from other departmental offerings. Majors are encouraged to take at least one Special Topics or Independent Study course. These courses allow students to pursue areas of interest not covered by regular departmental offerings. A major planning to do graduate work in political science must complete a senior thesis or earn departmental honors. In addition to the eight political science courses, a major must take four courses in a related field, selected with the assistance of the departmental adviser.

A student whose major is not political science may have a minor in political science, consisting of

four courses in political science, two of which must be at the 300 level or above. The minor may be either general or in particular areas of the discipline. For minors in particular areas, appropriate Special Topics and Independent Study courses within the discipline may be substituted with the approval of the department chairperson.

A senior major with a grade point average of 3.50 in political science courses may undertake a program of study leading to departmental honors in political science. The student does extensive reading in a particular area of the discipline and writes an honors thesis on a topic within that area under the direction of a member of the department. The program culminates in an oral examination conducted by three members of the faculty and a visiting examiner. Should a student be awarded a grade of less than B, the designation of the course will be changed from Political Science 490 Departmental Honors to Political Science 470 Senior Thesis. A major interested in departmental honors should consult with the departmental chairperson, preferably before the beginning of the senior year.

A major interested in certification to teach social science in the public schools should consult the chairperson of the education department.

**101 The American Political System. 4.** The policymaking process in the United States, political culture, political ideologies, structure and function of both official and unofficial political institutions. Counts toward social science requirement.

**102 Political Systems of Western Europe. 4.** Comparative analysis of the political systems of Great Britain, France and West Germany; cultural traditions, political ideologies, political parties, political behavior and executive-legislative relations. Counts toward social science requirement.

**201 Introduction to International Politics. 4.** International political conflict in the modern world with particular reference to major historical trends and problems of war and peace. Counts toward social science requirement.

**202 Politics of State and Local Government. 4.** Government and politics in the American states; the federal system; the function of political parties and interest groups; the legislature, executive and judiciary.

**203 Introduction to the Classics of Political Thought. 4.** Critical analysis of great works which reflect the fundamental themes and assumptions of Western political thought. Counts toward social science requirement.

**204 Introduction to Public Policy. 4.** An exami-

nation of the problems of developing sound public policy in areas such as the budget, the economy, social welfare, medical care, the environment, internal peace, liberty, national security, and the common good. Theory, structure, environment, strategy, instruments and values. Case studies in selected areas of substantive policy. Lectures, research project and examinations. Prerequisite: Political Science 101 or 102.

**225 The American Presidency. 4.** The concept of the executive. Nomination and election. Delegated, implied and inherent powers. Relationship to other branches of government.

**270 The Politics of Nazi Germany. 4.** A study of the origins of National Socialism and the emergence of the Nazi regime, terror and engineered consent and the long-run consequences of Nazism.

**302 Legal Thought in Historical Perspective (Justice and Policy Studies 302). 4.** Examination of Western legal thought, stressing the relationship between legal reasoning, legal doctrine and the idea of justice; development of Western legal thought studied in its historical context; its relevance to contemporary legal issues.

**310 Soviet Politics. 4.** An examination of Soviet society, politics and public policy; a brief review of Russian political history and the origins of the Stalinist state; a study of Soviet political culture, Marxism, Leninism and selected issues in public policy, including nationalities, agriculture and dissent.

**311 Comparative Political Parties. 4.** Structure, roles and functions of party systems in the policy-making processes of the Western democracies; special attention to the American party system.

**312 Culture and Politics in Germany. 4.** An examination of the cultural roots of German politics in the 20th century; the rise and decline of liberalism after 1848, the Empire, the Weimar Republic and the Bonn Republic; special emphasis on the relationship between literature, art, social change and contemporary political thought and action.

**323 Revolutionary Marxism. 4.** Comparative study of varieties of revolutionary Marxist doctrine from Marx and Engels through Lenin, Trotsky, Stalin, to Mao; and a select survey of Marxist thought in Asia, Africa and Latin America.

**337 English Constitutional and Administrative Law. 4.** A study of the English Constitution: its

ources, the Crown, the Prerogative, the Privy Council, the Parliament and the Courts. A study of English administrative law, emphasizing judicial view of administrative actions.

**38 Seminar in International Politics. 4.** Major theoretical approaches to the study of the modern international system, with special attention to significant contemporary problems.

**40 Politics and Strategy in World War II. 4.** A study of the aims and strategic plans of the majorelligerents of World War II, the military preparedness of the participants; the impact of politics and strategy on major military operations; the politics and diplomacy of coalition warfare; and the post-war consequences of wartime political and strategic decisions.

**42 American Foreign Policy. 4.** Institutions and processes involved in making American foreign policy; the substance and selected problems of contemporary policy.

**45 National Security Policy. 4.** Study of theory and practice related to strategy and the rise of force, formulation and execution of policy, and the international framework of national security issues, examined with consideration given to ethical dimensions of war and peace. Prerequisite: Political science 201, 204, 338 or consent of the instructor.

**35 Constitutional Law in the Political Process I (Justice and Policy Studies 435). 4.** Role of the courts and judges in the policymaking process, with emphasis on the relationships among the three branches of the national government and between the national government and the states.

**36 Constitutional Law in the Political Process I (Justice and Policy Studies 436). 4.** Role of courts and judges in the policymaking process, with emphasis on the rights protected against national government and the states.

**50 Special Topics. 4.** May also be offered at 250 level.

**460 Independent Study. 1-4.** Reading programs, tutorials or field projects arranged between a student and a faculty member; schedules and nature of the work to be accomplished are at the discretion of the instructor. May also be offered at 260 level.

**470 Senior Thesis. 4.** Required of all students planning to enter graduate school. See department chairperson for rules and standards.

**490 Departmental Honors. 4, 8.** College requirements; specific rules and standards of political sci-

ence may be obtained from department chairperson.

## PSYCHOLOGY

*Richard L. Zweigenhaft, Professor, Chair*  
*Jerry C. Godard, Dana Professor of Psychology and Literature*

*Jacqueline Ludel, Claire K. Morse, William R. Rogers, Professors*

*Kathrynn A. Adams, Associate Professor*  
*Jane G. Caris, Adjunct Assistant Professor*

The program in psychology emphasizes the contribution psychology can make to a liberal arts education through stimulating intellectual development, personal growth and adjustment, respect for others and social responsibility.

The psychology curriculum is designed to familiarize the student with current methods and theories in areas of investigation such as learning, personality, social interaction, motivation and perception. The student is encouraged to appreciate different approaches and points of view and to see how clinical and laboratory methods supplement each other.

A student majoring in psychology may expect to develop rigorous habits of observation with reference to psychological phenomena; to become aware of the need for statistical orientation in the manipulation of psychological data; to avoid the simple explanation; and to recognize the role of multiple causation in the determination of human behavior. With the realization of the enormous complexity of personality and social interaction, the student should come to demonstrate greater objectivity and increased competence in dealing with others.

A major in psychology consists of eight courses (32 credits). Three of these are required of all majors: General Psychology, Research Methods and either Theories of Personality or History and Contemporary Issues. The other five are to be distributed among intermediate level courses, advanced courses and electives. Majors should consult with members of the department concerning the selection of these five courses. Interested students are encouraged to consider the possibility of a "double major" or a "joint major." A list of alternative plans and detailed course sequences for pursuing a major may be obtained from the student's adviser or any other departmental staff member.

Special programs are offered in conjunction with Greensboro College for teacher training in the areas of learning disabilities, the mentally handicapped and the emotionally handicapped. A program in early childhood education, leading to certification in elementary education with a major



in psychology, is available. Students in the justice and policy studies program may also specialize in psychology. A complete major program is offered at night for students enrolled through the Center for Continuing Education.

Field experiences are strongly encouraged. Recent majors have received credit through internships for activities such as work in a community with autistic, retarded and emotionally disturbed children; with the elderly; with children at the Y.W.C.A.; and with such organizations as Switchboard and the Crisis Control Center. In addition, students may receive credit for staffing the Psychology Department's biofeedback clinic.

Similarly, the department encourages students to pursue their interests in specific topics not offered as regularly scheduled courses through independent studies. Should a student wish to undertake original research, the department offers assistance toward presentation of papers at professional meetings and/or publication. For qualified students planning to teach psychology as a vocation, the department offers guidance toward graduate training.

**200 General Psychology. 4.** Introduction to the science of behavior including study of motivation, learning and remembering, perception and thinking, psychological testing and behavior disorders. Counts toward social science requirement.

**224 Developmental Psychology. 4.** Psychological aspects of human growth and development from conception through death, with emphasis on emerging capacities, expanding behavior and increasingly complex social interactions. Includes field work. Counts toward social science requirement.

**232 Introduction to Personality. 4.** The nature of personality and its development; motivation, varieties of adjustive behavior, personality measurement, concepts of personality and mental health. Counts toward social science requirement.

**290 Internship. 4.** Field experiences which are individually arranged so that students can become directly involved in work within the community. Highly recommended for all majors.

**301 Research Methods. 4.** Application of methods for collecting and handling behavioral science data and for making inferences from such data. Prerequisite: Psychology 200.

**302 Learning and Behavior Modification. 4.** Laboratory course in theory and application of conditioning and complex learning, including principles of reinforcement and stimulus control. Emphasis on conditioning and its role in emotion-

ality and psychosomatic disorders. Laboratory training in operant techniques. Prerequisite: Psychology 200. Alternate years beginning 1988-89.

**331 Educational Psychology. 4.** Application of research on human learning, motivation, social interaction and individual differences to teaching and learning problems in the elementary and secondary school classroom.

**332 Industrial and Organizational Psychology. 4.** Application of psychology to problems of employee selection, motivation, training, work environment and human relations in business, industry and other organizations. Alternate years beginning 1989-90.

**336 The Exceptional Child. 4.** Psychological characteristics and educational needs of exceptional children and youth, including the mentally retarded, intellectually superior, physically handicapped and emotionally disturbed; observation of exceptional children in specialized educational settings. Alternate years beginning 1988-89.

**337 Emotional Disturbances in Childhood. 4.** Childhood problems encountered by clinical psychologists, special education teachers, social workers, counselors and school psychologists examined in the context of normal child development. Emphasis on psychological factors in deviant and disturbed behavior and treatment procedures. Observation of exceptional children in specialized educational settings. Prerequisite: Psychology 224 or 232. Alternate years beginning 1989-90.

**340 Psychobiology (Biology 340). 4.** Study of behavior from a biological point of view. Focus on the structure and function of the nervous system and on the relationships between behavior and the nervous system. Laboratory work. Prerequisites: two prior courses in biology and/or psychology. Alternate years beginning 1989-90.

**342 Abnormal Psychology. 4.** Abnormal behavior studied in the context of modern life; genetics, sociocultural milieu and learning in the development and amelioration of behavioral abnormality. Prerequisite: Psychology 200 or 232.

**343 Sensory Systems (Biology 343). 4.** Detailed study of each of the major sensory systems, including the anatomy and physiology of each system, an analysis of the stimulus and measurements of sensory abilities. Laboratory work. Prerequisites: two prior courses in biology and/or psychology. Alternate years beginning 1988-89.

**344 Psychological and Educational Testing. 4.** Construction, administration, scoring and inter-



etation of psychological and educational tests, questionnaires and scales. Prerequisite: Psychology 32 or consent of the instructor. Offered every third year beginning 1989-90. (May be offered more frequently if the need arises.)

**47 Social Psychology (Sociology/Anthropology 47).** 4. Factors affecting the behavior of the individual in the social setting; laboratory and field research in social interaction. Prerequisite: Psychology 200 or 232 or consent of the instructor.

**41 Theories of Personality.** 4. Major theoretical attempts to explain human personality, based on relevant clinical and experimental data. Open to senior psychology majors or by consent of the instructor.

**45 History and Contemporary Issues.** 4. Selected theoretical and methodological issues of contemporary psychology viewed in historical perspective. Prerequisite: senior standing and five courses (20 credits) in psychology, including 301. Nonmajors admitted by departmental approval.

**50 Special Topics.** 4. Recent offerings include Psychology of Family, Aging, and Mass Media. May also be offered at 250 level.

**60 Research Topics.** 1-4. Intensive reading and/or independent research on a topic of interest to the student. By departmental approval. May also be offered at 260 level.

**70 Senior Thesis.** 4.

**90 Departmental Honors.** Credit to be determined.

## RELIGIOUS STUDIES

Joseph W. Groves, Associate Professor, Chair  
R. Melvin Keiser, William R. Rogers, Professors  
John H. Stoneburner, Craven Professor of  
Religious Studies  
David L. Barnhill, Assistant Professor

Religion is the dimension of mystery and ultimate meaning in life. In the exploration of this dimension through religious studies, the student encounters many questions of both personal and cultural import, such as: Who am I? What are the fundamental commitments by which I live my life and make my decisions? What is the nature of the physical and social world in which I live as a self? What should I do and be in relation to ultimate mystery or God? How do our metaphors and myths express this mystery and transform our selves?

Since these questions are inherently interdisciplinary, explorations of them involve not only

religion but also the intersection of religion with the humanities and the arts, the natural and social sciences.

Central to the tradition of the Society of Friends is the individual religious quest into the complexity of existence. The religious studies faculty seeks to encourage students in this quest, making them aware of real and difficult questions and assisting them in working out personal answers in the light of solutions offered by contemporary culture, the Christian tradition and other religious traditions.

The search is initiated in 100 and 200 level courses. All Guilford students may enroll in these and satisfy a part of the humanities requirement. With permission of the instructor, more difficult or more narrowly defined upper level courses may be used for the same purpose or to develop further personal religious reflection.

Students continuing the search may choose a major in religious studies. Their reasons for doing so will vary: to acquire a deep and broad liberal arts education, to prepare for graduate school in order to teach in college or high school, or to prepare for a career in the ministry or religious education. Majors are encouraged to work out, in consultation with an adviser, individual programs according to their own interests and needs and their own reasons for majoring in religious studies.

The major can be fulfilled by either a Western or Comparative emphasis. In either, students take at least one course in each of six areas:

- 1) Contemporary Issues  
300 Contemporary Theology (required)

Additional courses may be chosen from:  
220 Belief and Unbelief  
222 Feminist Theology  
422 Contemporary Religious Problems

- 2) Biblical Studies  
215 Hebrew Bible  
216 New Testament  
445 Seminar in Biblical Studies

- 3) Ethics  
103 Religion and Social Issues  
233 Peace, War, and Justice  
330 Nonviolence—Theories and Practice  
325 Ethics in East Asian Religions\*

- 4) Comparative Religions  
105 East Asian Religions  
203 Buddhism  
204 Islam  
205 Confucianism  
325 Ethics in East Asian Religions  
310 Islam and Modernization  
310 Religion and Literature in Japan  
310 Religion and Aesthetics in China  
351 Primitive Myth

- 5) Western History  
337 History of Christianity
- 6) Interdisciplinary Perspectives  
310 Religious Freud  
310 Science and Religion  
310 Dante and the 20th Century  
310 Modern Poetry and Religion  
310 Islam and Modernization\*  
310 Religion and Literature in Japan\*  
310 Religion and Aesthetics in China\*

In Western religion, students take one course in each of the above six areas and the remaining two courses in one or two areas. A maximum of two Comparative religion courses is permitted among the eight.

In Comparative religion, students take at least three Western courses and at least four Comparative courses. Three Western courses are required: Religion 337, Religion 300, and Religion 215 or 216. At least two Comparative courses must be at the 300 or 400 level. Courses must include at least one from each of the six areas.

*\* Courses marked with an asterisk may count simultaneously in one of the six areas and as one of the Comparative courses.*

The 100 level courses, not listed above, do not automatically fulfill the requirement in one of the six areas. With departmental approval, however, one or more can count toward the eight courses of the major.

The major offers further opportunities for specialized study through Independent Studies, Senior Theses and Internships.

The Frederic and Margaret Crownfield Prize is awarded annually to the student writing the best paper in religious studies. The student presents the paper in a public reading.

**100 Myth, Dream, Metaphor. 4.** Consideration of the nature of religion within existence by exploring how symbols function in dream, myth and literature through such writers as Jung, Freud, Proff, Eliade, Campbell, Ricoeur, McFague, Hopkins, G. Herbert, Woolman and C. S. Lewis. Counts toward humanities requirement.

**101 History of Religion in America. 4.** Exploration of development of religion in American culture through writings from American Indians, Puritans, the Enlightenment, Transcendentalists, Revivalists, Utopians, Black Religion, and 20th century theological views of American religious history, in the effort to make students more aware of their religious heritage and to help them clarify personal views about religion. Counts toward humanities requirement.

**102 Christian Imagination. 4.** Inquiry into nature

of Christianity as expressed in a variety of genres in literature and the arts, drawn from biblical, medieval and modern culture. Counts toward humanities requirement.

**103 Religion and Social Issues. 4.** An introduction to social ethics that investigates one crucial social issue, such as racism, the nuclear dilemma, women's rights or ecology. What variety of responses do religious thinkers and activists make to the issue? What contributions can religion make to its solution? What are the limitations of a religious perspective? Counts toward humanities requirement.

**104 Existentialism and the Death of God. 4.** Investigation of freedom, self, death and God in Christian, Jewish and atheistic Existentialist thinkers such as Sartre, Marcel, Buber, Camus, Keen and Tillich. Counts toward humanities requirement.

**105 East Asian Religions. 4.** A study of the variety of religious beliefs and practices in China and Japan. Examines representative examples of Confucianism, Taoism, Neo-Confucianism and Buddhism, as well as a modern religious cult in Japan. First half of the course focuses on religious philosophy in China; second half, on popular religion in Japan. Fulfills intercultural requirement or counts toward humanities requirement.

**203 Buddhism. 4.** An examination of the enlightenment experience, the techniques used to achieve it, and the philosophic ideas associated with it. Considers modern psychological studies of altered states. Includes both Theravada and Mahayana, and focuses on Zen. Fulfills intercultural requirement or counts toward humanities requirement.

**204 Islam. 4.** An encounter with Islam through its historical development, its religious shape and its cultural heritage. Considers the ideal expressions of Islam, its lived realities, and its role in shaping social relations. Fulfills intercultural requirement or counts toward humanities requirement.

**205 Confucianism. 4.** An examination of the history of Confucian thought. Focuses on five philosophers: Confucius, Mencius, Hsun Tzu and Wang Yang-Ming. Fulfills intercultural requirement or counts toward humanities requirement.

**210 Quakerism. 4.** Origins and development of the theology, social testimonies and institutional structure of the Quaker movement from the mid-17th Century to the present, and their relevance to non-Quaker thought and life. Counts toward humanities requirement.

**215 Hebrew Bible. 4.** Examines the Hebrew Bible

with a dual focus. First, it explores religious expression through a consideration of literary style. Second, it studies the nature and possibility of historical reconstruction of Israelite political forms, economic structures, religious institutions and social structure. Counts toward humanities requirement.

**6 New Testament. 4.** Explores the literature of the *New Testament*, emphasizing the manner in which each writer tries to express an understanding of the person and work of Jesus in relation to the early Christian community. Counts toward humanities requirement or satisfies history requirement.

**10 Belief and Unbelief. 4.** An examination of the intellectual and moral critiques that such thinkers as Darwin, Marx, Freud and Camus have made about religion, and the responses of such theologians as Cobb, Niebuhr, Gutierrez, Reuther, Heschel and Tillich. Counts toward humanities requirement.

**12 Feminist Theology. 4.** An exploration of 19th and 20th century feminist religious and theological writers. Considers such issues as the role of religious systems both in establishing and sustaining sexism and in being agents of transformation and justice; sexism and God-language; patriarchal and egalitarian views of human nature; women and ritual; feminist views of society. Counts toward humanities requirement.

**13 Peace, War and Justice. 4.** An exploration of models for social ethics focusing on Christian attitudes toward violence and nonviolence. Deals with both historical and contemporary attitudes such as just war, crusade, liberation theology and pacifism. Applies these attitudes to contemporary problems (nuclear war, guerrilla war, terrorism, etc.). Counts toward humanities requirement.

**14 Contemporary Theology. 4.** The contemporary Christian theological situation in America and Europe approached through a consideration of several religious thinkers of the previous and present generations, such as Barth, Bultmann, Tillich, Niebuhr, Moltmann, Cobb, Kung, Gutierrez and Reuther. Prerequisite: consent of the instructor. Counts toward humanities requirement. Alternate years.

**15 Interdisciplinary Perspectives. 4.** Explorations in problems lying on the boundaries between religion and the natural and social sciences and the humanities; taught jointly with faculty from other disciplines. Topics may include Freud, Jung, Rank (with psychology); science and religion (with chemistry or geology); Dante, Arthurian myth, modern

poetry and religion (with English); religion and literature in Japan; religion and aesthetics in China; Islam and modernization. With different content, may be repeated more than once. Prerequisite: consent of the instructor. Counts toward humanities requirement.

**325 Ethics in East Asian Religion. 4.** A seminar on East Asian ethical thought. Focuses on major representatives of Confucianism, Taoism, Buddhism and Neo-Confucianism. Emphasizes issues such as the reason for evil, the relation between morality and human nature, moral cultivation, and spontaneity. Fulfills intercultural requirement or counts toward humanities requirement.

**330 Nonviolence: Theories and Practice. 4.** An exploration of social ethics focusing on nonviolent expression in a variety of religious and secular traditions (Christianity, Hinduism, Buddhism, social science, feminism, etc.) Emphasis on a global context for developing one's own ethic of nonviolence by developing techniques of nonviolent response and creating symbol systems appropriate to nonviolence. Counts toward humanities requirement.

**335 Quaker Origins. 4.** Investigation of the emergence of Quakerism out of Puritan, Reformation and mystical backgrounds; Quakerism's development in the latter half of the 17th Century in terms of theology, social testimonies and institutional organization; and its relevance to non-Quaker currents of thought and life then and now. Counts toward humanities requirement.

**337 History of Christianity. 4.** Development of Christianity from its beginnings to the end of the 19th century through a consideration of major thinkers, events and institutions. Alternate years beginning 1991-92. Counts toward humanities requirement.

**351 Primitive Myth. 4.** Is myth indispensable to being human? What is the nature and function of myth and symbol? How does myth relate to self, sexuality, society, nature, time and ultimate reality or the sacred? Why do primitive cultures engage in this imaginative play in story and ritual? Is there in our modern scientific culture a comparable mythic dimension? Exploration of the nature of primitive myth, in comparison with modern mythology, through such thinkers as Campbell, Sewall, Eliade, Capra, Jung, von Franz, Cassirer. Counts toward humanities requirement.

**422 Contemporary Religious Problems. 4.** Exploration of one major contemporary thinker or problem, such as Religion, Language and the Body

(Merleau-Ponty); *God and Language* (Wittgenstein); *Religion and Symbol* (Ricoeur). With different content, may be repeated more than once. Prerequisite: consent of the instructor. Counts toward humanities requirement.

**440 Seminar in Historical Studies. 4.** Consideration of influence of one or several formative thinkers on religion, the religious situation within one cultural period, the religious history of a particular country or a specific historical theme. With different content, may be repeated more than once. Prerequisite: consent of the instructor. Counts toward humanities requirement.

**445 Seminar in Biblical Studies. 4.** Intensive consideration of a single topic, such as the prophets, the growth of *Old Testament* books, methods of biblical interpretation, the synoptic gospels, the theology of Paul, the Apocalypse. Prerequisite: Religion 215 or 216 or consent of the instructor. Counts toward humanities requirement.

**450 Special Topics. 4.** Possible offerings include *Feminine Images in Biblical and Christian Literature*; *Propheticism: Archaic, Biblical and Modern*; *Passion: From Plato to Polanyi*; *Social Reform and Personal Therapy: 19th and 20th Century American Religion*. May also be offered at 250 level.

**460 Independent Study. 1-4.** Individual formulation and completion of a study of a significant problem in the field of religion, such as *Play, Celebration and Worship*; *Existential Psychology*; *Alchemy*; *Contemporary Social Change in the Church*, *Creativity and Imagination*, *Women in Modern Japanese Religion*. May also be offered at 260 level.

**470 Senior Thesis.** Credit variable. Individual study culminating in a thesis, which, in consultation with the adviser, may be submitted for departmental honors. Recent titles are *Artifice and Meaning in Religion and Poetry*, *From Eschatology to History*, *The Religion of Three 19th Century Suffrage Leaders*, *The History of Glossolalia*, *The Servant of the Lord: Studies in Deutero-Isaiah*, *Islamic Theology and Iranian Revolution*.

## SOCIOLOGY/ANTHROPOLOGY

Paul E. Zopf Jr., *Dana Professor*  
Vaneeta-marie D'Andrea, *Vernie Davis, Associate Professors*

James F. Keith Jr., *Adjunct Assistant Professor*

Sociology and anthropology study society and culture. Since people live every aspect of life within a complex, sociocultural environment, it is possible to develop the self fully only with extensive knowl-

edge of that environment. Sociology and anthropology help provide knowledge as a basis for understanding our relationships with society, culture and each other, and for comprehending and guiding sociocultural change.

Knowledge without concern and concern without knowledge are incomplete; they are much in need of each other to provide directions and techniques for understanding and improving the human condition.

Therefore, the sociology/anthropology department uses the methods, theories and content of both fields in a scientific and humanistic context that emphasizes an objective appraisal of social life, concern for its quality and techniques for its improvement.

Career preparation is important in the department and is based on the concept of sociology/anthropology as both humanistic and scientific. Recent graduates have gone into such areas as professional sociology and anthropology, social services in a broad spectrum of agencies, religious organizations, youth services, community planning and the Bureau of the Census. Other graduates have become Y.M.C.A. or Y.W.C.A. officers; staff specialists with members of Congress; journalists or editors; members of police departments; court officers; corrections personnel; teachers in high schools and colleges; or volunteers in the Peace Corps, VISTA or charitable and service agencies.

During the college years, there are many opportunities for internships with various kinds of private and public agencies, independent study projects, off-campus seminars, seminars on special topics and honors work. There are ample opportunities to study with instructors who are seriously concerned with the best development of each student and who have made major commitments to high quality teaching. A semester or a summer of study abroad or in a markedly different part of the student's own culture also is encouraged to help strengthen the crosscultural perspective.

In addition to the specific content listed, each course focuses to some extent on social processes, especially those that help to create and resolve social problems.

The major consists of eight courses (32 credits), three of which are required—Research Methods, Social Theory and one course selected from among Principles of Sociology, Social Problems and Cultural Anthropology. In order for students to have varying degrees of challenge in their programs, no more than two 100 level courses and no more than four 100 and 200 level courses count toward the major. The other four courses must be at the 300 and 400 levels. Additional 100 and 200 level courses can be taken as electives or to meet certain college distribution requirements.

Beyond the three courses specifically required, the variety of offerings makes it possible for each student to tailor a program to individual interests and long-range plans. These plans may be implemented by various emphases within the sociology/anthropology program: students may train for a wide range of careers, may prepare for graduate school, or may seek certification for secondary school teaching. A minor field or a concentration, arranged with the help of an adviser, supports and broadens the emphasis in the major.

The major in sociology/anthropology can be completed at night by students enrolling through the Center for Continuing Education. The department offers an introductory course every semester, and the remaining required courses for the major are rotated on a two-year cycle. Additional work in sociology/anthropology is offered at night as needed.

**201 Principles of Sociology. 4.** The most significant principles developed in the field illustrated through problems and cultural area studies; scientific approaches to the study of society, culture, social structure and social processes. Counts toward social science requirement.

**202 Social Problems. 4.** Develops a comprehensive definition of a social problem and a frame of reference for the study of problems. Covers some of the major problems of contemporary societies. Emphasis on international and American conditions and social change. Counts toward social science requirement.

**203 Cultural Anthropology: Conflict and Cooperation. 4.** Introduction to cultural anthropology and to the Peace and Justice concentration. Draws on various approaches of anthropologists toward understanding culture and develops insights from the study of other cultures toward understanding our own. Explores the relationship of culture to issues of peace and justice. Counts toward social science requirement.

**205 Juvenile Delinquency (Justice and Policy Studies 205). 4.**

**200 Responsibility and Community (Justice and Policy Studies 220). 4.**

**204 Gender Roles and Family Patterns. 4.** Impact of society on gender roles and relationship of gender roles to other aspects of society. Interrelationships between society, family and individual; cross-cultural, historical and contemporary analysis of gender roles.

**205 Introduction to Social Service. 4.** Analysis of social work profession; interrelationships between

social welfare programs and sectors of the economic system; problems of clients and professionals. Prerequisites: Sociology/ Anthropology 101 or 102 and consent of the instructor.

**244 Conflict Resolution Strategies (Justice and Policy Studies 244). 4.**

**265 Racial and Ethnic Relations. 4.** Racial and ethnic differences, similarities, relationships and attitudes about race and ethnicity; present status of racial and ethnic groups; dynamics of their changing relations.

**290 Internship. 4.** Supervised and reported experience in social agencies, organizations or related institutional services. Only 4 credits may count toward major.

**318 Demography (Justice and Policy Studies 318). 4.** Theory, determinants and consequences of population conditions; size and distribution; composition, vital processes, migration and growth of population; emphasis upon social demography and problem aspects.

**321 Sociology of Rural and Developing Areas. 4.** Agrarian social organization, economic institutions, demographic conditions, political institutions and nonempirical orientations of developing nations. Emphasis on modernization, dependency, cultural accumulation and systems theories. Fulfills intercultural requirement.

**333 Criminology (Justice and Policy Studies 333). 4.**

**339 Methods of Research. 4.** Examination of the scientific method; the philosophy, logic and potential of social science; introduction to the major research methods and techniques of sociology and anthropology. Open only to majors or by consent of the instructor.

**345 Personal and Social Change. 4.** Utilizes various models to examine the processes of culture change. Explores role of individuals in social change. Looks at practitioners of change and explores value implications of different models as well as strategies for intervention.

**347 Social Psychology (Psychology 347). 4.**

**353 Cultural History of Latin America. 4.** Contemporary cultures and societies; current levels of development and social problems; projected development; historical antecedents, including Iberian and pre-Columbian cultures, discovery and conquest, colonial empires and institutions, and the

emergence of the independent republics. Fulfills intercultural requirement.

**358 African Culture. 4.** Survey of traditional culture patterns in Africa South of the Sahara; examination of the processes of change in contemporary Africa. Profiles of African cultures as seen by anthropologists and African writers. Fulfills intercultural requirement.

**365 Community Power and Organization. 4.** Basic concepts and approaches in the study of community power and organization. Emphasis on theoretical and methodological analysis of community power. Applies the methods of community analysis to a specific field study of a local community organization. Combines sociological theory and practice in understanding local social issues.

**440 Social Theory. 4.** Basic social theory and nontheoretical thought; early philosophical bases, 19th century thought, and contemporary theory; current state, usefulness and shortcomings of the existing body of social theory; emphasis on social and cultural systems. Open only to majors or by consent of the instructor. Prerequisite: Sociology/Anthropology 339.

**450 Special Topics. 4.** Recent topics include Symbolic Anthropology, Mass Media in the U.S.A., and Community, Power and Organization. May also be offered at 250 level.

**460 Independent Study. 1-4.** Recent studies include Nicaraguan Revolution, English Environmental Social Movement, Sex Roles-Theory and Observations. May also be offered at 260 level.

**470 Senior Thesis. 4.** Recent topics include Application of Theories to Nicaraguan Revolution, The Ethics of Revolution, and Analysis of North Carolina Foundations.

**490 Departmental Honors. 4.** Honors and credit for grade of B or above; credit only for grade less than B.

## SPORT STUDIES

Joyce P. Clark, Associate Professor, Chair  
Herbert T. Appenzeller, Jefferson-Pilot Professor of Sport Studies

John E. Jensen, Kathleen A. Tritschler, Michael J. Welch, Assistant Professors

Charles E. Forbes, Robert D. Fulton, Instructors  
J. Phillip Roach, Adjunct Associate Professor of Sport Studies

Programs in the department of sport studies include professional preparation in physical education, sport management and sports medicine, as well as an activity program.

Students in the elective basic activity program may receive up to 4 academic credits in courses including aquatics, horseback riding, physical fitness, racquetball, softball, tennis, yoga and weight training.

A Bachelor of Science degree program in physical education (teacher/coach preparation) offers the potential for teacher certification in kindergarten grades through secondary school. Candidates participate in laboratory experiences in area schools, recreation programs and facilities for exceptional persons.

A Bachelor of Science degree program in sport management is offered for those students desiring a career in one of the many segments of the sport business community. This interdisciplinary program is conducted in cooperation with the college's department of management.

A Bachelor of Science degree program is offered in sports medicine. Students desiring to pursue careers in sport injury management (athletic training) or exercise science are afforded the opportunity to study in the specific area of their choice.

All three sport studies major programs contain strong interdisciplinary and field-based components with significant opportunities for practical experience.

**100 Basic Activities. 1.** Instruction in a variety of activities such as gymnastics, swimming, golf, tennis, racquetball, horseback riding, basketball, volleyball, softball and yoga.

**101 Racquet Sports. 1.** Emphasis on skill development, methods, materials and evaluation techniques in tennis, racquetball and badminton. For majors.

**102 Aquatics. 1.** Emphasis on skill development, methods, materials and safety skills. For majors.

**103 Dance and Rhythmic Activities. 1.** Emphasis on skill development, methods and materials. For majors.

**104 Gymnastics. 1.** Emphasis on skill development, methods, materials and safety skills involved in stunts, tumbling, floor exercise, apparatus and trampoline activities. For majors.

**200 Fitness for Living. 2.** A basic study of selected systems of the human body and their responses to exercise. Emphasis on personal nutrition and its relationship to fitness, the development and implementation of personal fitness programs and the

relationship of fitness to health. Laboratory, lecture and participation classes will be included. Elective; open to all students.

**340 Foundations and Principles of Sport and Physical Education. 2.** A study of the historical and philosophical concepts of physical education and cognate areas.

**342 First Aid. 2.** A study of basic first aid and emergency care procedures resulting in American Red Cross first aid and cardiopulmonary resuscitation certification.

**344 Personal and Community Health. 2.** A study of basic concepts of personal and community health with emphasis on contemporary health issues.

**390 Internship in Sport Studies. 2-4.** Supervised internship in physical education, sport management or sports medicine. Prerequisite: Sport Studies 240.

**341 Kinesiology. 4.** A study of the neuromuscular and mechanical principles which influence human movement. Prerequisites: Biology 341, 342.

**322 Scientific Foundations of Sport and Physical Education. 4.** A study of the physiological and kinesiological foundations of physical activity and their application to physical education and coaching. Prerequisites: Biology 341, 342.

**323 Exercise Physiology. 4.** A study of human physiological responses to physical activity. Emphasis is placed on the muscular, cardiovascular, respiratory and nervous systems and various training programs and testing procedures related to each. Prerequisites: Biology 341, 342.

**325 Fundamental Concepts in Sports Medicine. 2.** A study of basic principles involved in the prevention, care and rehabilitation of sports injuries. Prerequisites: Biology 341, 342.

**330 Introduction to Sport Management. 4.** An introductory course designed to acquaint students with career possibilities for sport management personnel within various segments of the sports industry community.

**332 Research Methods in Sport and Physical Education. 4.** A study of the methods and materials utilized in sport research.

**336 Psychological Aspects of Sport. 2.** A study of basic concepts and theory related to the relationship of psychology and sport. Emphasis is placed on current research.

**341 Methods of Teaching Individual and Dual Activities. 2.** A study of the skills, rules, strategies and teaching methods and materials in such activities as archery, golf, bowling, badminton and tennis.

**342 Methods of Teaching Team and Group Activities. 2.** A study of the skills, rules, strategies and teaching methods and materials in selected team and group activities.

**346 Physical Education for the Exceptional Child. 2.** A study of the methods and materials used in teaching physical education activities for physically, mentally and emotionally impaired persons.

**348 Physical Education for the Elementary School. 4.** A study of the methods and materials used in teaching of movement activities. Content includes folk, square and social dance. Practical school experience.

**351 Theory and Techniques of Coaching Football. 2.** A study of the science of coaching football including conditioning techniques, skill teaching, strategy development and various coaching systems.

**352 Theory and Techniques of Coaching Basketball. 2.** A study of the science of coaching basketball including conditioning techniques, skill teaching, strategy development and various coaching systems.

**353 Theory and Techniques of Coaching Volleyball. 2.** A study of the science of coaching volleyball including conditioning techniques, skill teaching, strategy development and various coaching systems.

**354 Theory and Techniques of Coaching Baseball/Softball. 2.** A study of the science of coaching baseball and softball including conditioning techniques, skill teaching, strategy development and various coaching systems.

**355 Theory and Techniques of Coaching Track and Field. 2.** A study of the science of coaching track and field including conditioning techniques, skill teaching, strategy development and various coaching systems.

**360 Seminar in Teaching. 1.** Firsthand teaching experience in a variety of situations. Pass/fail grading. May be repeated three times.

**361 Organization and Administration of Intramurals. 1-4.** A study of the organizational and administrative concepts involved in the develop-

Table 5

Department of Sport Studies  
Major Program Requirements

The following courses are required for completion of the physical education, sport management and sports medicine majors:

Physical Education Major Courses		Sport Management Major Courses		Sports Medicine Major Courses	
SPST 101	1	SPST 240	2	SPST 240	2
SPST 102	1	SPST 330	4	SPST 242	2
SPST 103	1	SPST 332	4	SPST 244	2
SPST 104	1	SPST 336	2	SPST 321	4
SPST 240	2	SPST 432	4	SPST 323	4
SPST 242	2	SPST 434 & 435*	4	SPST 325	2
SPST 244	2	SPST 438 & 439	8	SPST 336	2
SPST 322	4	SPST 441	4	SPST 346	2
SPST 325	2			SPST 421	2
SPST 336	2		32	SPST 425	4
SPST 341	2			SPST 428 & 429	8
SPST 342	2			SPST 443	2
SPST 346	2	*435 for seniors only			
SPST 348	4				36
SPST 360 (2)	2				
SPST 441	4				
SPST 443	2				
Plus two courses from 351, 352, 353, 354, 355	4				
	40				
Related Courses		Related Courses		Related Courses	
BIO 341	4	ECON 222	4	BIO 341	4
BIO 342	4	ACCT 201	4	BIO 342	4
PSY 331	4	ACCT 202	4	CHEM 111	4
ED 221	4	MGMT 241	4	CHEM 112	4
ED 367	4	MGMT 321	4	Science elective (adviser approved)	4
ED 420	4	MGMT 324	4		
ED 440	12				20
	36		24		



ent and implementation of an effective intramural program. May be repeated.

**21 Nutritional Aspect of Human Performance.** A study of the effects of foods on athletic performance. Content includes diet analysis, special diets, weight control and the use of ergogenic aids.

**25 Advanced Concepts in Sport Medicine.** 4. In in-depth study of advanced sports medicine concepts including a comprehensive examination of orthopedic aspects of sports injuries, administrative procedures in sports medicine, and research and diagnostic techniques in exercise physiology.

**28-429 Preprofessional Experience in Sport Medicine I, II.** 4-8, 4-8. Preprofessional field experience in sports medicine, including such areas as athletic training, physical therapy, exercise physiology, and exercise prescription and leadership. For senior sports medicine majors.

**32 Legal Aspects of Sport.** 4. A study of the legal aspects of sport in contemporary society. Emphasis placed on those legal issues that relate to amateur sports.

**34-435 Seminar in Sport Management.** 2. A study of problems, issues and trends in sport with a systematic review of the material in other sport management courses.

**38-439 Preprofessional Experience in Sport Management I, II.** 4-8, 4-8. Preprofessional field experience in sport management. For senior sport management majors.

**41 Organization and Administration of Sport and Physical Education.** 4. A study of the organizational and administrative aspects of the school physical education and athletic programs. Emphasis is placed on administrative philosophy, programming and budget theory. Prerequisites: Sport Studies 240; also, sport management students must have completed Sport Studies 330.

**43 Measurement and Evaluation in Sport and Physical Education.** 2. A study of various evaluation techniques utilized in physical education, including tests of physical and motor fitness, anthropometric measures and basic statistical techniques.

**50 Special Topics.** 4.

**50 Independent Study.** 1-4. Independent research in an area of special interest under the direction of appropriate faculty. Prerequisite: consent of the department. May also be offered at the 50 level.

**Note:** Students wishing to enroll in a 2-credit course should enroll in two such courses unless departmental permission is granted for single course enrollment. No more than 12 credits may be earned through internship and preprofessional experiences.

## THEATRE STUDIES

*Ellen J. O'Brien, Associate Professor of Theatre Studies and English, Chair*

*John Zerbe, Assistant Professor of Theatre Studies*

Theatre is a collaborative art, exploring and illuminating the human condition through the integrated work of actors, directors, designers and technicians. The program in Theatre Studies offers both majors and nonmajors the chance to explore that collaboration, to identify their own areas of talent within this complex art, and to develop the skills, both analytical and practical, essential to becoming a theatre practitioner. The integration of theory and practice is fundamental to the program, as it is to successful theatre art, and formal coursework is therefore augmented by production and practicum work.

All faculty members are also practicing theatre artists, working in professional theatre as actors, directors, text coaches, designers or technicians.

Recognizing that guest artists are essential to the vitality of any theatre program, the department brings practicing theatre artists of high calibre to the campus regularly, some for one-day workshops and others for residencies of up to six weeks. In 1988-89, guest artists were Paul Whitworth, an actor and director who has worked with the Royal Shakespeare Company, Shakespeare Santa Cruz, and the Crucible Theatre; and Danny Scheie, a West Coast actor and director acclaimed for his 1988 *Comedy of Errors* at Shakespeare Santa Cruz.

The major in Theatre Studies includes the following six required courses: The Art of Theatre; Drama and Theatre I; Drama and Theatre II; Fundamentals of Acting; The Art of Directing; and Play Production. Four semesters of Theatre Practicum are also required: must include Stage Management and Properties Management and two others from among areas such as costume, lighting, makeup, publicity or sound by permission of the department.

Majors must also complete one elective in Performance (an advanced course in Acting or Directing) and one elective in Design /Technical Theatre.

The related field should be carefully defined in consultation with the adviser to support the student's particular focus within the major. It must include one course in Shakespeare and one course in non-Shakespearean Dramatic Literature. Two

elective courses are also required and may be drawn from a single area of study or combined areas such as history and psychology or philosophy.

Many areas of study are valuable to theatre artists, and students are encouraged to think broadly and imaginatively about the design of the related field. The following fields are particularly recommended:

English  
Renaissance History/Literature  
Foreign Language/Literature  
History  
Art  
Religious Studies  
Intercultural Studies  
Classics  
Philosophy  
Psychology  
Medieval Studies  
Music  
African-American Studies

The development of theatre artists requires extensive practical experience as well as a strong theoretical foundation. Students are therefore required to work regularly on departmental productions, taking a variety of responsibilities. Summer internships in professional theatre are also strongly encouraged as an integral part of a theatre education. Where appropriate, such internships may be used to fulfill part of the practicum requirement.

**100 Public Speaking. 4.** Techniques for effective communication in the public context. Strategies for the organization of ideas as well as the development of the speaker's vocal and physical presence. Problems of research, composition and style. Not applicable to major.

**150 The Art of Theatre. 4.** Exploration of the interaction of intuition and analysis essential to the making of theatrical art; the nature of the collaboration between actors, directors and designers; the specific role each plays in that collaboration. Fulfills creative arts requirement.

**155 Play Production. 4.** Practical survey of the various positions found in a typical theatre; study of the jobs and responsibilities of each position; emphasis on design and technical work. Practical experience through college production work. Minimum of 24 hours of laboratory work. Final project.

**205 Fundamentals of Acting. 4.** Stanislavskian approach to basic analytical, psychological, vocal and physical skills required by the actor's creative process. Work on the actor and self, the actor and

text, and the collaboration between actors. Based in modern American Realism. Fulfills creative arts requirement.

**208 Technical Production. 4.** Theoretical and practical study of technical theatre, including stage carpentry, drafting, technical problems and technical direction. Hands-on work in scenic studios and on college production culminates in a final project. Minimum of 25 hours of laboratory work. Prerequisite: Theatre 155 or consent of instructor. Alternate years beginning 1991-92.

**220 Fundamentals of Design for Theatre. 4.** Theoretical and practical study of the process of designing scenery, lights and costumes for theatrical productions. Work includes drafting and model-making as students work toward a final project encompassing all design aspects for a chosen script. Prerequisite: Theatre 155 or consent of the instructor. Fulfills creative arts requirement. Alternate years beginning 1990-91.

**250/450 Special Topics. 1-4.** Possible topics: lighting design, scenic painting, contemporary drama and studies of individual playwrights.

**251-252 Practicum I, II. 1, 1.** Theoretical and practical work in two different areas of technical theatre: chosen from among many areas such as costume, lighting, makeup, publicity or sound as needed to serve production. By permission.

**261 The Art of Directing. 4.** Examination of the role a director plays in creating theatre during the prerehearsal phases. Focus on the process by which the director interprets a play and devises a concept for its enactment in the theatre. Study extends to the exemplary work of other great directors. Fulfills creative arts requirement. Alternate years beginning 1991-92.

**281 Early Shakespeare (English 281). 4.**

**282 Late Shakespeare (English 282). 4.**

**290 Internship. 4.** Internships in professional theatre are strongly encouraged. May be applied to the practicum requirement where appropriate.

**300 Drama and Theatre I: Greek through Medieval. 4.** History and Dramatic literature of Western Theatre from the Greeks through the Middle Ages. Study of major plays in relation to the theatre spaces and conventions of their times and to their political, social and intellectual contexts. Counts toward humanities requirement. Alternate years beginning 1991-92.

**301 Drama and Theatre II: Renaissance through**

**05 Romantic.** 4. History and Dramatic literature of Western Theatre from the Renaissance through the Romantic period. Study of major plays in relation to the theatre spaces and conventions of their times and to their political, social and intellectual contexts. Counts toward humanities requirement. Alternate years beginning 1991-92.

**05 Acting Studio.** 4. Development of openness the actor's own instrument: the self. Emotional honesty through an integration of Stanislavskian principles with the Meisner technique for moment moment truth. Grotowski's physical alphabet is used as a means for the actor to draw on his/her own inner resources. Improvisation, scene study and monologues. Prose and verse drama. Prerequisite: Theatre 205.

**08 Modern Drama (English 308).** 4.

**00 Voice and Diction.** 4. Development of the expressive potential of the human voice. Freeing sound through relaxation. Connecting the voice to the breath stream. Opening up vocal resonance. Strengthening the articulators. May include work in international accents. Applicable to the communications concentration. Every third year beginning 1992-93.

**50 Practicum: Properties Management.** 1. Study and practice in design, collection and construction of stage properties. Manage properties for mainstage production. By permission.

**51 Practicum: Stage Management.** 2. Theoretical and practical work in stage management, including stage management of mainstage production. By permission.

**50 Independent Study, 1-4.** Independent research or directed study for exceptional students with strong interest in particular areas of dramatic literature, theatre history, design, technical production, acting, directing or performance theory.

**70 Senior Thesis.** 4.

## II. INTERDISCIPLINARY CONCENTRATIONS

Interdisciplinary concentrations provide students with strong programs crossing departmental boundaries. While these concentrations do not comprise major fields of study, they may serve as related fields, minors or coherent plans of study for students with special interests. Guilford College currently offers 11 interdisciplinary concentrations; for additional information, see the contact person listed for each.

## AFRICAN-AMERICAN STUDIES

The African-American studies concentration introduces African-American culture, history and aesthetic values and attempts to establish a basis for better understanding among people in a multiracial society.

Students who choose this concentration will have a foundation for employment in human relations and education and preparation for graduate work in law, medicine, history, political science, sociology and the fine arts.

### Requirements

Four 4-credit courses are required; one may be a 4-credit internship or independent study. There are five courses offered at Guilford College:

- Art 450, African-American Art
- English 250, African-American Literature
- History 225, African-American History from 1619 to the Present
- Music 115, Traditional African-American Music
- Sociology/Anthropology 265, Racial and Ethnic Relations

Additional courses are listed by departments and offered irregularly. Others can be taken at area colleges and universities through consortium programs.

**Contact person:** Adrienne Israel

## CLASSICS

In order to acquaint students with their historical and humanistic heritage, the classics department offers a wide array of courses in the classics and the classical languages, providing a suitable related field for several major disciplines.

A concentration in classics consists of any five courses in classics or classical languages and may include courses from other departments which focus on the classical world. See Chapter VI for a detailed listing of courses.

**Contact person:** Ann Deagon

## COMMUNICATIONS

The communications concentration is open to students of any major and satisfies the college requirement for a minor. It offers a group of courses from various departments designed to give students a broad introduction to the general area of communications. The concentration is concerned with the broad social, moral and philosophical issues, as well as with the improvement of communication skills.

This concentration should be considered as a

core of courses which could be extended in a more focused way through additional courses, independent study and internships. Students interested in public relations or advertising, for instance, could take additional courses in art and management, while majoring in English. They could also learn practical skills through involvement with college media (such as the radio station or the various publications) and arrange internships with local advertising agencies, newspapers, radio or television stations.

The concentration should be particularly useful to people considering careers in any field of communications (e.g., newspapers, radio or television) or business management. The concentration, however, should be worthwhile in general for any student, enhancing his or her college performance and making a useful offering on a transcript for job applications in many fields.

### Requirements

In order to fulfill the requirements for the communications concentration, a student must take either four courses, or three courses and an internship. At least one course must be selected from each of the following categories:

- I. Oral Communication
  - Public Speaking (Speech 100)
- II. Written Communication
  - Journalism (English 250)
- III. Issues and Theory
  - Mass Media (Sociology/Anthropology 250)
  - Journalistic Ethics (Philosophy 246)

For those students who choose to take a second course from one of these categories (rather than doing an internship), the second course can be chosen from various other courses in oral communication, written communication, or issues and theory.

**Contact person:** Richard Zweigenhaft

### THE COMPUTER

The computer serves many disciplines in today's world and is rapidly becoming the appropriate tool for an ever growing diversity of tasks. An increased understanding of how these versatile machines are used and an expanded awareness of both the opportunities and problems they present to contemporary society are the dual goals of the computer concentration.

This interdisciplinary concentration is open to students who can demonstrate competency in word

processing and programming in the BASIC language. Students wishing to prepare for the competency exam by taking courses at Guilford College should register for Geology 105, Physics 111 or 121, or Mathematics 113 (programming only). Word processing techniques are also covered in some sections of English 150 and 151 (see the concentration adviser).

### Requirements

Upon admission to the concentration, students are expected to complete four courses, one in each of the following areas:

- I. Comparative Computer Languages
- II. Database Management, or Mathematics for the Physical Sciences
- III. Computer Ethics
- IV. One of the following courses:
  - Systems Analysis/Computer Interfacing
  - Mathematics for the Physical Sciences Numerical Analysis
  - Research Methods (in the student's major, after consultation with the concentration adviser)

**Contact person:** Peter Bobko

### DEMOCRATIC MANAGEMENT

Democratic management is an interdisciplinary concentration, designed to prepare students for the cultural, economic, philosophical and business aspects of working in employee-owned or managed organizations.

The first undergraduate curriculum of its kind in the United States, the democratic management concentration examines the wide variety of managerial techniques and organizational structures that foster greater employee participation in business, improved quality of work life, higher productivity and increased business profitability.

Undergraduates aiming toward careers in either the private or the public sector can acquire a broad perspective of the nature of human interaction in organizations and innovative managerial skills that encourage individual motivation and personal development as well as resolve interpersonal conflicts.

There are two designated "tracks" in the program. Management and accounting majors (who already have a strong technical preparation) place more emphasis on the human resource components; other majors emphasize the technical features of business management. The two-track approach provides students, regardless of major with fundamental skills needed to participate in the growing fields of participatory management and

employee ownership.

Employee-owned, operated and managed firms represent a reaffirmation of the Quaker values of mutual responsibility and of respect for the individual in our modern, technological society. Through this concentration, Guilford College commits itself to preparing students for leadership roles in establishing and maintaining these forms of business organizations.

**Contact person:** Thomas H. Thornburg

## ENVIRONMENTAL STUDIES

The environmental studies concentration gives students in all majors the opportunity to relate their major fields to environmental problems facing the world.

The concentration consists of four courses: Environmental Science (Biology 212), Environmental Geology (Geology 131), Environmental and Resource Economics (Economics 344), and Demography (Sociology/Anthropology 318). Additional courses may be substituted for those above upon approval of the Environmental Studies concentration coordinator. A track focused on environmental problems in geology has been established in the geology department for students pursuing either degree, A.B. or B.S., in the geology major.

The faculty for the environmental studies concentration are involved in a broad variety of public issues, including demography in Guilford County, studies of the long-term availability of water for the Piedmont area and environmental advisory work for the Guilford County Board of Commissioners. There is constant opportunity for student participation in these and other activities.

**Contact person:** Marlene McCauley

## THE HISTORY AND PHILOSOPHY OF SCIENCE

Science and technology have been among the primary shapers of human life from before the dawn of recorded history and are perhaps the primary determinants of change in modern civilization. They are recognized increasingly as legitimate fields of scholarly investigation by the broader intellectual community. Guilford College encourages its students to include the history and philosophy of science as an enhancement to their liberal arts education.

A concentration in the history and philosophy of science consists of four courses in addition to general background courses in science and history. Students design their concentration individually in consultation with a program adviser. Usually the student begins with a course in the history of science followed by a selection of three additional

courses such as: The Philosophy of Science, History and Philosophy of Oriental Science and other topical courses in biology, chemistry, geology, history, physics, psychology and sociology/anthropology. In addition, other courses are available at Guilford and at the University of North Carolina at Greensboro.

The background courses in history and science appropriate to the student's special interest are selected in consultation with the program adviser.

Upon graduation, students are given a letter describing the nature of the program and their individual participation.

**Contact person:** Jonathan Malino

## INTERCULTURAL STUDIES

Guilford's intercultural studies concentration is based upon the premise that an acquaintance with diverse cultural traditions will broaden the student's perspectives and so contribute to personal development. The primary aim of the intercultural curriculum is to break the constrictions of the Western mold by exposing the student to radically different cultural values and behavioral patterns. In so doing, the program fosters a critical understanding of the interdependence of geographic areas in the 20th century.

The intercultural studies concentration is an interdisciplinary program focusing upon (1) political, social, religious, intellectual and aesthetic values which lie outside the mainstream of the Western experience and (2) the process of institutional and cultural change in the developing nations. A concentration consists of four courses in one of the geographic areas—East Asia, Africa/Middle East or Latin America. The intercultural studies concentration should be planned by the student, the academic adviser and the director of intercultural studies.

It also is possible to major in intercultural studies by pursuing the humanistic studies program. Other courses available at consortium schools should be considered when defining these majors with faculty advisers.

**Contact person:** Dorothy Borei

## MEDIEVAL STUDIES

The medieval world has been profoundly formative of our modern world but also provides an illuminating contrast that may help us live in and understand our present.

Medieval studies is inherently interdisciplinary, exploring such matters as: the search for meaning in life; the encounter with diverse cultures; the groping for truth through reason, faith and experience; the confrontation of three great world religions (Christianity, Judaism and Islam); the blend-

ing of religion, the arts and science; the origins of romantic love and modern individualism; the beginnings of bourgeois society out of feudalism; the start of the great national literatures of Europe; and the shaping of the mythological foundations of the modern West.

Beyond exploring such richness, medieval studies can be a means to a broader and deeper understanding of what it is to be human and to enhancing one's own growth toward intellectual and spiritual maturity.

The concentration consists of six courses. The introduction to the concentration is Medieval People (GST 225). This is followed by four departmental courses, such as: Chaucer and His Age (English 370); Medieval and Renaissance Romance (English 450); British Literature (English 221); History of Christianity (Religion 337); Christian Imagination (Religion 102); Ancient and Medieval Western Philosophy (Philosophy 201); History of Science (Chemistry 335); Introduction to the Classics of Political Thought (Political Science 203); Art History Survey I (Art 270); Medieval Civilization (History 233); Introductory Latin (Latin 101 and 102); Medieval Islam (Religion 450). The concentration is culminated by one IDS 401 course, such as: Arthurian Myth; Realization of the Self through Love; Medieval Masterworks: Religion, Literature and the Visual Arts; or Dante and the 20th Century. If chosen carefully, these courses can fulfill most of the distribution requirements, welding them into a coherent whole.

Contact persons: Elizabeth Keiser, Melvin Keiser

## PEACE AND CONFLICT STUDIES

Peace and conflict studies encourages the pursuit of knowledge and skills that will prepare students to deal more effectively with conflict and to foster peace and justice. It is designed to bring together students and faculty from various disciplines who have a particular interest in understanding and addressing the problems of violence, war and injustice.

Peace and conflict studies emphasizes interdisciplinary perspectives such as the relationships between politics, religion, economics and social organization. The concentration stresses the relationships between self, others, community, nation, and global systems, and explores the structural interconnections of specific world conflicts.

Through understanding these relationships, students can contribute more effectively toward shaping the world in which they live. Peace and conflict studies seeks to prepare students to act with greater creative potential in dealing with complex social problems.

## Requirements

The concentration includes one course from each of the following four categories, plus an internship:

### I. Entry Course

- Religion and Social Issues (Religious Studies 103)
- Cultural Anthropology: Conflict and Cooperation (Sociology/Anthropology 103)

### II. Theories, Perspectives, Concepts

- International Politics (Political Science 201)
- Peace, War and Justice (Religious Studies 233)
- International Economics (Economics 432)
- Intercultural Perspectives on Women (Interdisciplinary Studies 401)
- Personal and Social Change (Sociology/Anthropology 345)

### III. Personal Development and Skills

- Nonviolence: Theories and Practice (Religious Studies 330)
- Conflict Resolution (Sociology/Anthropology or Justice and Policy Studies 244)
- Social Movements (Sociology/Anthropology 250)

### IV. Exit Course

- Interdisciplinary Study 401 (appropriate topic) Independent Study

Substitutions must be approved by the Concentration Committee.

Contact person: Vernie Davis

## WOMEN'S STUDIES

The women's studies concentration is designed to provide the opportunity for students (men and women) to focus on women's experiences from a number of different disciplinary perspectives. This concentration also seeks to study and clarify issues of gender definitions of men and women and to study efforts to foster gender equality.

The concentration should be useful for students who want to explore in more depth women's historical, economic, social, political, religious and artistic contributions. The concentration provides an opportunity for analyzing and theorizing about an area of important social change.

## Requirements

Two of the following courses (including at least one HIS 401 course, such as Women & Work) plus an internship:

- History of Women in America (History 223)
- Women in Renaissance Literature (English 250)
- Sex Roles & Family Patterns (Sociology/Anthropology 224)
- Women & Literature
- Women & French Literature (Foreign Languages)
- Relationships (Psychology)
- Women & the Economy (Economics 250)
- Women & Minorities in Management (Management 250)
- Human Sexuality
- Feminist Theology (Religious Studies 222)
- Family Violence (Policy Studies)

Contact person: Carol Stoneburner

## STUDIES ABROAD

The courses listed below are regularly offered in the semester abroad programs. Others may be added each year. Faculty leaders generally offer an additional course.

### BEIJING

60 Intensive Chinese. 10. Fulfills language requirement.

Course offered by faculty leader. 4. May fulfill intercultural requirement.

China culture course. 2.

### GUADALAJARA

60 Mexican Art. Fulfills intercultural or creative arts requirement.

60 Mexican Economic Development. Fulfills intercultural requirement or counts toward social science requirement.

60 GST Mexican Culture. Fulfills intercultural requirement.

60 GST Community Development. The theory and practice of community development. Included is a field component which introduces students to some of the special problems involved in developmental projects. Students work with and get to know a diversity of people. Fulfills intercultural requirement. Required.

60 Crisis in Central America. Analysis of con-

temporary Central America covering political strategy, historical background, religious development, and recent economic events. Fulfills intercultural requirement.

250 Contemporary Mexican Literature. Fulfills intercultural requirement.

250 Intensive Spanish. Four hours per day.

250 Semi-Intensive Spanish. Two hours per day.

250 GST Orientation. 1. Preparation for Mexican culture with some introduction to historical background of the area and city and preparation in observation skills, coping with culture shock and adapting to another culture. Required.

### LONDON

250 British Art and Architecture 4. Covers Medieval Norman, Gothic, Classical Baroque and Revival architecture as well as painting from the 16th and 17th centuries. Classroom lectures and field trips to the great public galleries and to major architectural edifices. Fulfills the creative arts requirement.

250 British Theater. 4. A course designed to take advantage of the season's theatrical offerings. Classroom introduction to British drama from Shakespeare to the present day and weekly attendance at performances. Partially fulfills Guilford's humanities requirement.

250 Britain's Industrial and Economic Development. 4. Topics include British socialism and the role of the state, industrial and labor policies, economic and social planning as well as larger subjects associated with the rise of Britain to world prominence. Fulfills the history requirement.

450 Anatomy of Britain. 4. An examination of the political and economic structure of contemporary Britain. Includes discussions with party leaders and civil servants and a tour of Parliament with a member of the House of Commons. Counts toward the social science requirement.

250 GST Orientation. 1. Preparation for British culture with some introduction to historical background of the area and city and preparation in observation skills, coping with culture shock and adapting to another culture. Required.

### MUNICH

250 German Art History. 4. A survey of European painting and architecture from the Renaissance to the Twentieth Century. Course includes visits to Munich's art galleries and to buildings of architectural interest (Medieval, Baroque, and

Rococo) throughout the city. Fulfills creative arts requirement.

**101 Introductory German I. 4.** Introduction to understanding, speaking, reading and writing German.

**201 Intermediate German. 4.** Review of German grammar. Readings in modern German prose. Practice in writing short essays. Class conducted in German.

**301 Intermediate Composition. 4.** Discussion of and practice in German language composition with analysis of diverse related readings.

**450 German History 1871-1945. 4.** Major developments in German history from the foundation of the German Empire through the First World War, the Weimar Republic and Nazi Germany. Fulfills the history requirement.

**250 German Philosophy. 4.** Survey of German philosophy from Kant to Nietzsche.

**250 Governments of East and West Germany. 4.** Comparative survey of the political systems of the capitalist and democratic Federal Republic and communist East Germany. Covers the period since the Second World War with update and analysis. Partially fulfills the social science requirement.

**450 East Germany Seminar. 1.** A week-long excursion to East Germany with visits in several cities in order to get a closer feel for life in East Germany. Planned by the faculty leader in consultation with faculty and program coordinator in Munich. Required.

**250 GST Orientation. 1.** Preparation for German culture with some introduction to historical background of the area and city and preparation in observation skills, coping with culture shock and adapting to another culture. Required.

## PARIS

**250 French Art and Literature. 4.** A course designed to familiarize students with major writers, painters, and artistic movements from the 1850s to the 1930s. The course involves readings, class discussions and field trips. Fulfills creative arts requirement.

**250 French Grammar 4.** A course offered through the Institut Catholique which consists of drilling of verbs, sentence structure, pronouns, all grammatical areas, reading in original texts, use of the language lab. Placement (introductory, intermediate,

advanced) based on proficiency examination. Required.

**250 French Conversation. 4.** A course in conversation which emphasizes coping with daily living situations in France. Required.

**250 Contemporary French Society. 4.** A political science course focusing on postwar France, covering material designed to provide background and perspectives important to interpreting contemporary France. Counts toward social science requirement.

**250 French Orientation. 1.** Introduction to Paris: it's history and culture from the Middle Ages to the present, points of interest, daily life (transportation, publications, etc.) Required.

## JAPAN

**450 Japan. 16.** Students take courses in intensive Japanese the first term and during the following two terms may continue Japanese and/or take courses available in English. Most disciplines have courses taught in English.

**Contact person:** Martha Cooley, Professor, Director of Off-Campus Programs



VIII.  
**PERSONNEL**

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Appendix  
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### III. PERSONNEL

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Elizabeth Place-Beary, Ph.D.	Reference Information Librarian/Associate Librarian, and Bibliographic Instructor
Nancy Scism, M.S.L.S.	Catalog Librarian/Assistant Librarian
Malone Stinson, M.S.	Reference Information Librarian
Carole Treadway, M.L.S.	Quaker Bibliographer/Assistant Librarian

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William Scott, B.A.S.	Grounds Manager

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Pamela A. Knight	Administrative Assistant, Funded Programs
Colin McKirdy	Library Automation Coordinator

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(The date following the name indicates the year of appointment)

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**ADELE WAYMAN** (1973), Associate Professor of Art; B.A. 1965, Vassar College; M.F.A. 1978, University of North Carolina at Greensboro

**MICHAEL WELCH** (1989) Assistant Professor of Sport Studies; B.S. 1973, Virginia Polytechnic Institute; M.S. 1976, Ph.D. 1978, University of Massachusetts

**ROBERT B. WILLIAMS** (1987), Assistant Professor of Economics; B.S., B.A., 1976, University of Denver; Ph.D. 1984, University of North Carolina at Chapel Hill

**ROBERT G. WILLIAMS** (1978), Associate Professor of Economics; A.B. 1971, Princeton University; Ph.D. 1978, Stanford University

**TODD E. WOERNER** (1987), Assistant Professor of Chemistry; B.S. 1978, Guilford College; Ph.D. 1984, University of Pennsylvania

**JOHN ZERBE** (1988), Assistant Professor of Theatre Studies; B.A. 1979, Oberlin College; M.F.A. 1982, Indiana University; Ph.D. candidate, University of California

**PAUL E. ZOPF JR.** (1959), Dana Professor of Sociology/Anthropology; B.S. 1953, University of Connecticut; M.S. 1955, Ph.D. 1966, University of Florida

**RICHARD L. ZWEIGENHAFT** (1974), Professor of Psychology; B.S. 1967, Wesleyan University; M.A. 1968, Columbia University; Ph.D. 1974, University of California at Santa Cruz

## EMERITI FACULTY

**O. THEODOR BENFEY**, B.S., Ph.D., Dana Professor of Chemistry and History of Science, 1973-1988

**ROBERT R. BRYDEN**, B.S., M.S., Ph.D., Dana Professor of Biology, 1961-1983

**EDWARD F. BURROWS**, B.A., M.A., Ph.D., Professor of Non-Western Studies and History, 1948-1979

**FREDERIC R. CROWNFIELD**, B.S., S.T.M., Ph.D., Craven Professor of Biblical Literature and Religion, 1948-1971

**CARTER R. DELAFIELD**, B.A., M.A., Associate Professor of English, 1966-1987

**TREVA MATHIS DODD**, B.A., Associate Library Director and Curator of the Quaker Collection with rank of Assistant Professor, 1950-1980

**CARROLL S. FEAGINS**, B.A., M.A., Ph.D., Professor of Philosophy, 1946-1982

**MARY B. FEAGINS**, A.B., M.A., Associate Professor of German, 1956-1982

**HIRAM H. HILTY**, B.A., B.D., Ph.D., Professor of Spanish, 1948-1978

**HENRY G. HOOD JR.**, B.A., M.A., Ph.D., Associate Professor of History, 1964-1989

**LIGIA D. HUNT**, B.S., M.A., Assistant Professor of Spanish, 1955-1984

**CYRUS M. JOHNSON**, B.S., M.A., Ph.D., Professor of Sociology, 1968-1988

**BOB M. KEENY**, B.S., M.B.A., Ph.D., C.P.A., Voehringer Professor of Accounting, 1977-1988

**E. DARYL KENT**, A.B., B.D., Ph.D., Craven Professor of Philosophy and Religion and Professor of Non-Western Studies, 1939-1978

**HARVEY A. LJUNG**, B.S., M.S., Ph.D., Professor of Chemistry, and Dana Professor Emeritus, 1931-1973

**E. KIDD LOCKARD**, B.A., M.A., Associate Professor of History, 1958-1979

**F. MILDRED MARLETTE**, A.B., M.A., Professor of English, 1948- 1979

**STUART T. MAYNARD**, A.B., M.Ed., Associate Professor of Physical Education and Head Baseball Coach, 1951-1984

**JAMES C. McMILLAN**, B.A., M.F.A., Professor of Art, 1966-1988

**DONALD W. MILLHOLLAND**, A.B., B.D., Ph.D., Associate Professor of Psychology, 1965-1989

**J. FLOYD MOORE**, A.B., B.D., Ph.D., Professor of Religious Studies, 1944-1984

**JOSEPHINE L. MOORE**, B.A., M.A., Ph.D., Professor of History, 1962-1978

**FRANCES J. NORTON**, A.B., M.A., Ph.D., Professor of Psychology, 1966-1980

**ROSALIE O. PAYNE**, B.A., Instructor in French, 1963-1977

**JOHN M. PIPKIN**, A.B., M.A., Assistant Professor of Religious Studies, 1963-1979

**E. GARNESS PURDOM**, B.A., M.S., Ph.D., D.S., Professor of Physics and Dana Professor Emeritus, 1927-1973

**NORTON H. ROBBINS**, B.S., M.A., Ph.D., Associate Professor of Economics, 1965-1981

**EUGENE H. THOMPSON JR.**, B.A., M.A., Assistant Professor of French, 1948-1979

**KENNETH D. WALKER**, A.B., M.Ed., Associate Professor of Mathematics, 1962-1984

## GUILFORD COLLEGE CALENDAR 1990-91

## FALL SEMESTER

Tuition, Room and Board Payment Due (Postmarked by August 15)	Wed, Aug. 15, 1990
Late Tuition, Room & Board Payment Fee (\$25) Applicable	Thurs. Aug. 16, 1990
International Student Orientation -- Begins 11:00 am	Thurs., Aug. 23, 1990
Registration -- Cont. Ed. Students 8:30-11:00 am and 4:30-7:30 pm	Thurs., Aug. 23, 1990
First Faculty Meeting 9:00 am 4:30 pm -- Picnic at 6:00 pm	Fri., Aug. 24, 1990
New Students Arrive for Orientation 9:00 am-1:00 pm	Fri., Aug. 24, 1990
Returning Students Arrive for Check-in	
8:30 am-12:00 noon and 1:00-2:30 pm	Mon., Aug. 27, 1990
Registration -- All Main Campus Students	
8:30 am-12:00 noon and 1:00-3:30 pm	Mon., Aug. 27, 1990
Classes Begin -- Late Registration Fee (\$10) Applicable	Tues., Aug. 28, 1990
Last Day to Add Courses	Wed., Sep. 5, 1990
<b>Family Weekend</b>	<b>Fri., Sep. 14 - Sun., Sep. 16, 1990</b>
Last Day to Withdraw from a Course with a Tuition Refund	Mon., Sep. 18, 1990
Chairpersons Must Submit Revised List of Courses for Second Semester	Wed., Sep. 26, 1990
<b>Homecoming</b>	<b>Fri., Oct. 12 - Sun. Oct. 14, 1990</b>
Mid-Term Grades Due	Tues., Oct. 16, 1990
Last Day for Replacing Second Semester and Summer Provisional Grades	Tues., Oct. 16, 1990
<b>Fall Break Begins—End of Day</b>	<b>Fri., Oct. 19, 1990</b>
Residence Halls Close at 4:00 pm	Fri., Oct. 19, 1990
Residence Halls Reopen at 1:00 pm	Sun., Oct. 28, 1990
Classes Resume	Mon., Oct. 29, 1990
Last Day to Submit Student Enrollment Form	Wed., Oct. 31, 1990
Last Day for Withdrawal with Grade of W	Mon., Nov. 5, 1990
Preregistration for Spring Semester	Mon., Nov. 12 - Thurs., Nov. 15, 1990
Last Day for End of Term Withdrawal with Enrollment & Room Fee Refund	Wed., Nov. 14, 1990
Day Classes Normally Scheduled for Wed. or Fri. Will Meet	Wed., Nov. 21, 1990
<b>Thanksgiving Holiday Begins -- 4:00 pm</b>	<b>Wed., Nov. 21, 1990</b>
Residence Halls Close at 4:00 pm	Wed., Nov. 21, 1990
Residence Halls Reopen at 1:00 pm	Sun., Nov. 25, 1990
Classes Resume	Mon., Nov. 26, 1990
Reading Days	Sat., Dec. 15 - Sun., Dec. 16, 1990
<b>Exams</b>	<b>Mon., Dec. 17 - Fri., Dec. 21, 1990</b>
Residence Halls Close at 4:00 pm	Fri., Dec. 21, 1990

## SPRING SEMESTER

Tuition, Room and Board Payment Due ( Postmarked by January 2)	Wed., Jan. 2, 1991
Late Tuition, Room & Board Payment Fee (\$25) Applicable	Thurs., Jan. 3, 1991
Registration -- Cont. Ed. Students 8:30-11:00 am and 4:30-7:30 pm	Fri., Jan. 4, 1991
New Student Orientation	Sun., Jan. 6, 1991
Residence Halls Open 1:00-5:00 pm	Sun., Jan. 6, 1991
Registration -- All Main Campus Students	
9:00 am-12:00 noon and 1:00-3:00 pm	Mon., Jan. 7, 1991
Classes Begin -- Late Registration Fee (\$10) Applicable	Tues., Jan. 8, 1991
Last Day to Add Courses	Wed., Jan. 16, 1991
Last Day to Withdraw from a Course with a Tuition Refund	Mon., Jan. 28, 1991
Chairpersons Must Submit List of Courses for Next Year	Mon., Feb. 18, 1991
Mid-Term Grades Due	Wed., Feb. 27, 1991
Last Day for Replacing First Semester Provisional Grades	Wed., Feb. 27, 1991
Last Day to Submit Student Enrollment Form	Wed., Feb. 27, 1991
<b>Spring Break Begins -- End of Day</b>	<b>Fri., Mar. 1, 1991</b>
Residence Halls Close at 4:00 pm	Fri., Mar. 1, 1991
Residence Halls Reopen at 1:00 pm	Sun., Mar. 10, 1991
Classes Resume	Mon., Mar. 11, 1991
Last Day for Withdrawal with Grade of W	Mon., Mar. 18, 1991

Preregistration for Fall Semester 1991-92	Tues., Apr. 9, - Thurs., Apr. 11, 1991
Last Day for End of Term Withdrawal with Enrollment & Room Fee Refund	Tues., Apr. 12, 1991
Reading Day	Thurs., Apr. 25, 1991
Exams	Fri., Apr. 26 - Wed., May 1, 1991
Commencement	Sat., May 4, 1991

## GUILFORD COLLEGE CALENDAR 1991-92

### SUMMER SCHOOL

First 5-Week Term / 10-Week Term Begins	Mon., May 13, 1991
First 5-Week Term Ends	Fri., Jun. 14, 1991
Second 5-Week Term Begins	Mon., Jun. 17, 1991
Second 5-Week Term / 10-Week Term Ends	Fri., July 19, 1991

### FALL SEMESTER

Tuition, Room and Board Payment Due (Postmarked by August 15)	Thur., Aug. 15, 1991
Late Tuition, Room & Board Payment Fee (\$25) Applicable	Fri. Aug. 16, 1991
First Faculty Meeting 9:00 am 4:30 pm -- Picnic at 6:00 pm	Wed., Aug. 21, 1991
International Student Orientation -- Begins 11:00 am	Thur., Aug. 22, 1991
Registration -- Cont. Ed. Students 8:30-11:00 am and 4:30-7:30 pm	Thur., Aug. 22, 1991
New Students Arrive for Orientation 9:00 am-1:00 pm	Fri., Aug. 23, 1991
Returning Students Arrive for Check-in	
8:30 am-12:00 noon and 1:00-2:30 pm	Mon., Aug. 26, 1991
Registration -- All Main Campus Students	
8:30 am-12:00 noon and 1:00-3:30 pm	Mon., Aug. 26, 1991
Classes Begin -- Late Registration Fee (\$10) Applicable	Tues., Aug. 27, 1991
Last Day to Add Courses	Wed., Sep. 4, 1991
Last Day to Withdraw from a Course with a Tuition Refund	Mon., Sep. 16, 1991
Chairpersons Must Submit Revised List of Courses for Second Semester	Wed., Sep. 25, 1991
<b>Family Weekend</b>	<b>Fri., Sep. 27 - Sun., Sep. 29, 1991</b>
Mid-Term Grades Due	Tues., Oct. 15, 1991
Last Day for Replacing Second Semester and Summer Provisional Grades	Tues., Oct. 15, 1991
Fall Break Begins—End of Day	Fri., Oct. 18, 1991
Residence Halls Close at 4:00 pm	Fri., Oct. 18, 1991
Residence Halls Reopen at 1:00 pm	Sun., Oct. 27, 1991
Classes Resume	Mon., Oct. 28, 1991
Last Day to Submit Student Enrollment Form	Thur., Oct. 31, 1991
<b>Homecoming</b>	<b>Fri., Nov. 1 - Sun., Nov. 3, 1991</b>
Last Day for Withdrawal with Grade of W	Mon., Nov. 4, 1991
Preregistration for Spring Semester	Mon., Nov. 11 - Thur., Nov. 14, 1991
Last Day for End of Term Withdrawal with Enrollment & Room Fee Refund	Wed., Nov. 13, 1991
Day Classes Normally Scheduled for Wed. or Fri. Will Meet	Wed., Nov. 27, 1991
<b>Thanksgiving Holiday Begins -- 4:00 pm</b>	<b>Wed., Nov. 27, 1991</b>
Residence Halls Close at 4:00 pm	Wed., Nov. 27, 1991
Residence Halls Reopen at 1:00 pm	Sun., Dec. 1, 1991
Classes Resume	Mon., Dec. 2, 1991
Reading Days	Sat., Dec. 14 - Sun., Dec. 15, 1991
Exams	<b>Mon., Dec. 16 - Fri., Dec. 20, 1991</b>
Residence Halls Close at 4:00 pm	Fri., Dec. 20, 1991

### SPRING SEMESTER

Tuition, Room and Board Payment Due ( Postmarked by January 2)	Thur., Jan. 2, 1992
Late Tuition, Room & Board Payment Fee (\$25) Applicable	Fri., Jan. 3, 1992
Registration -- Cont. Ed. Students 8:30-11:00 am and 4:30-7:30 pm	Fri., Jan. 10, 1992
New Student Orientation	Sun., Jan. 12, 1992
Residence Halls Open 1:00-5:00 pm	Sun., Jan. 12, 1992
Registration -- All Main Campus Students	
9:00 am-12:00 noon and 1:00 3:00 pm	Mon., Jan. 13, 1992
Classes Begin -- Late Registration Fee (\$10) Applicable	Tues., Jan. 14, 1992



Last Day to Add Courses	Wed., Jan. 22, 1992
Last Day to Withdraw from a Course with a Tuition Refund	Mon., Feb. 3, 1992
Chairpersons Must Submit List of Courses for Next Year	Mon., Feb. 17, 1992
Last Day to Submit Student Enrollment Form	Mon., Mar. 2, 1992
Mid-Term Grades Due	Wed., Mar. 4, 1992
Last Day for Replacing First Semester Provisional Grades	Wed., Mar. 4, 1992
<b>Spring Break Begins -- End of Day</b>	<b>Fri., Mar. 6, 1992</b>
Residence Halls Close at 4:00 pm	Fri., Mar. 6, 1992
Residence Halls Reopen at 1:00 pm	Sun, Mar. 15, 1992
Classes Resume	Mon., Mar. 16, 1992
Last Day for Withdrawal with Grade of W	Mon., Mar. 23, 1992
Preregistration for Fall Semester 1992-93	Tues., Apr. 14 - Thur., Apr. 16, 1992
Last Day for End of Term Withdrawal with Enrollment & Room Fee Refund	Fri, Apr. 10, 1992
Reading Day	Thur., Apr. 30, 1992
<b>Exams</b>	<b>Fri., May 1 - Wed., May 6, 1992</b>
Commencement	Sat., May 9, 1992

## A Guilford Profile

### THE COLLEGE

Founded in 1837 by the Religious Society of Friends (Quakers) as New Garden Boarding School. Third oldest coeducational institution in the nation.

### THE CURRICULUM

- Four-year liberal arts, accredited by the Commission on Colleges of the Southern Association of Colleges and Schools.
- 29 academic majors, plus 5 cooperative preprofessional programs and 11 concentrations.

#### Special Options

- Honors program and scholarships.
- Member of 2 area college/university consortia—allowing students to take courses at seven other campuses without additional charge.
- Semester or year programs available in China, England, France, Japan, Mexico, West Germany or Washington, DC.
- Four cooperative programs with various universities and one medical school.
- Internship program offering practical experience in businesses, industries and agencies.

### THE STUDENTS

- 1,200 undergraduates; Male 51%, Female 49%.
- Representing 36 states and 24 foreign countries.
- 6% are Quaker students.
- 60% come from outside North Carolina.

#### Other Enrollment

500 part- and full-time continuing education students.

### THE FACULTY

87 full-time faculty members; 90% with Ph.D.s.

#### Student/Faculty

Ratio 14 to 1.

### DEGREES GRANTED

- A.B., B.S., B.F.A.
- Bachelor of Administrative Science degree also offered in accounting, justice and policy studies, and management through Center for Continuing Education.
- Certificate of study offered in most departments.

### THE CAMPUS

- 300 acres, heavily wooded with predominantly Georgian architecture.
- Located in northwest Greensboro, third largest city in North Carolina (city population, 210,000; metropolitan area, 400,000).

#### Special Facilities

- Library: over 227,000 books, periodicals, non-print media (another 2 million available through nearby colleges and universities).
- Physical Education Center: 64,000 square feet: including natatorium; weight room, basketball, racquetball, handball, indoor tennis.
- Studios, gallery space, outdoor kiln.
- Computer Center: DEC VAX 8250 with terminals in nine campus buildings; student computer lab with IBM PCs housed in a new telecommunications building.
- Astronomy Observatory, shared with two other institutions, 32" telescope plus TV system which enhances to 100" quality.

#### Special Distinctions

- Poetry Center Southeast.
- Edited or published at Guilford College: *Journal of Undergraduate Mathematics*; *Monographs in Undergraduate Mathematics*; *Journal of Undergraduate Research in Physics*; and *The Southern Friend*.
- Recent student honors: four Danforth fellows, a Truman scholar, three Fulbrights, a Mellon fellowship and several Rotary International scholars.

#### Athletics

- 7 men's varsity sports (baseball, basketball, football, golf, lacrosse, soccer, tennis).
- 5 women's varsity sports (basketball, lacrosse, soccer, tennis, volleyball).
- Intramural program and club sports.

### FINANCIAL INFORMATION

#### For 1990-91:

Tuition and fees. . . . .	\$9,340
Room and board. . . . .	3,922
Student activity fee. . . . .	200
Total. . . . .	\$13,462

#### Student Aid

- About 35% received need-based financial assistance averaging \$8,154 in 1988-89.
- Total of \$5,150,000 in need-based aid, merit awards and other entitlements in 1988-89.

#### College Endowment

\$23 million (market value).

## CORRESPONDENCE DIRECTORY

## For Information on:

## Write To:

Academics:

**Samuel Schuman**, Vice President for Academic Affairs and  
Academic Dean or  
**Kathrynn A. Adams**, Coordinator of Academic Advising

Admission

**Larry M. West**, Director of Admission

Business

**Richard Coe**, Business Manager

College Relations

**Jonathan Prestage**, Director of College Relations  
**Gayle A. Fishel**, Director of Publications

Continuing Education

**Janet R. Moore**, Dean of Continuing Education or  
**Mary Vick**, Director of Continuing Education Admission and  
Community Programs

Development

**James C. Newlin**, Vice President for Finance and Development or  
**Edwin H. Story**, Associate Vice President for Development

Financial Assistance

**Anthony E. Gurley**, Director of Student Financial Assistance  
and Planning

Job Placement

**Marguerite Kaplan**, Director of Career Development Center

Records and Registration

**Floyd A. Reynolds**, Registrar or  
**Cathy O. West**, Associate Registrar, Center for Continuing  
Education, Director of Summer School

Security

**Robert W. White**, Director of Campus Security, Assistant  
Dean of Students

Student Housing

**Richard A. Ford**, Associate Dean of Students for Housing

Other Student Matters

**Nancy Cable-Wells**, Vice President for Student Development  
and Dean of Students

Address all correspondence to:

**Guilford College**  
**5800 West Friendly Avenue**  
**Greensboro, North Carolina 27410**

or telephone (919)292-5511

→ To Regional Airport and Winston-Salem

5800 W. Friendly Ave. Greensboro, NC 27410

**Gulford College**



1. New Garden Hall
2. Duke Memorial Hall
3. Heye Memorial Library
4. King Hall
5. Hendricks Hall
6. Mary Hobbs Hall
7. Shore Hall
8. Rindoff Hall
9. Bryan Hall
10. Maintenance

To  
140

West Friendly Avenue

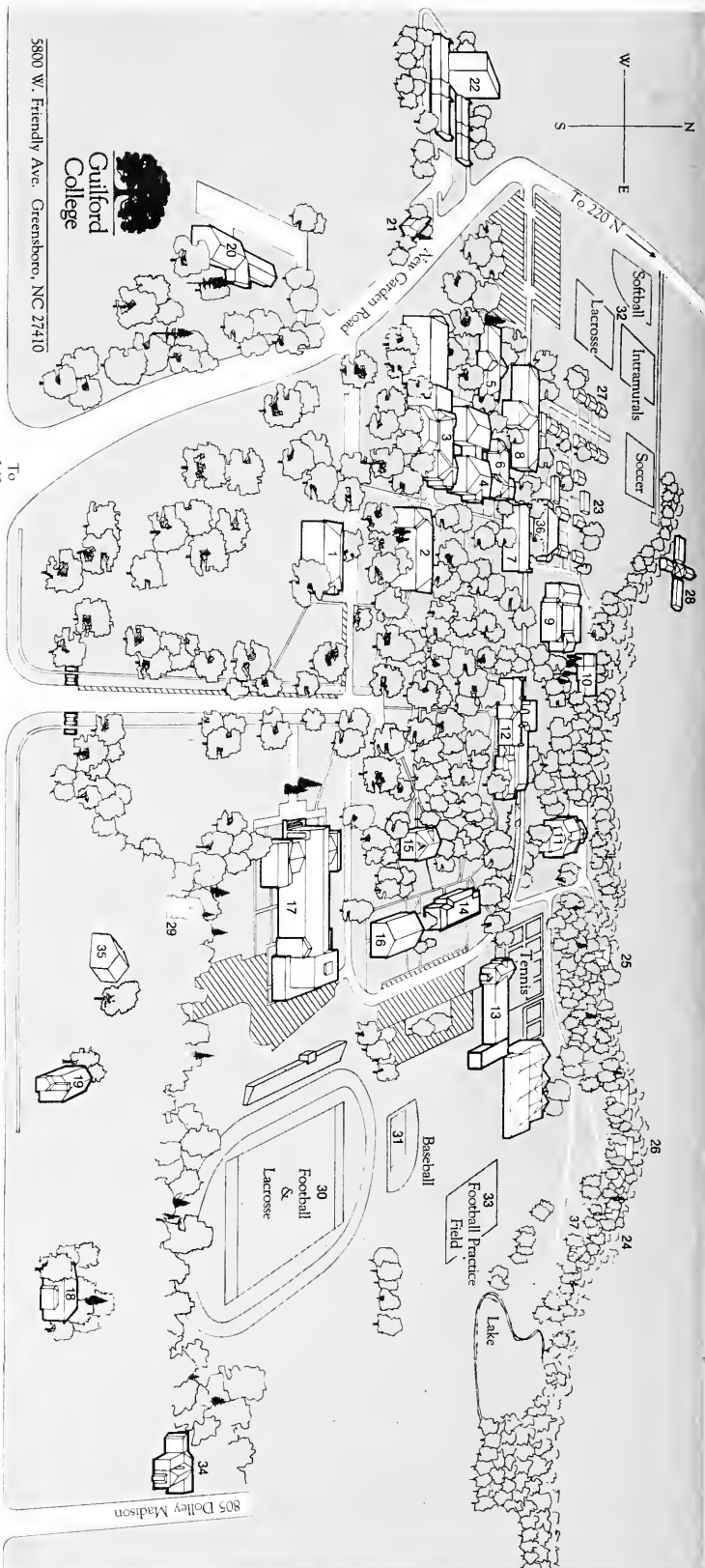
## GULFORD COLLEGE CAMPUS MAP

11. Milner Hall
12. Founders Hall
13. Physical Education Center
14. Heye-Cox Hall
15. Archdale Hall
16. English Hall
17. Dana Auditorium
18. George White Hall
19. Pyle House
20. New Garden Friends Meeting
21. NC Friends Meeting Office
22. Friends Hopes
23. Frater Apartments
24. Faculty Housing
25. Ragable House
26. Guest House
27. Dana Houses
28. New Garden Friends School
29. Off-Campus Study House
30. Armfield Athletic Center

31. McFane Field
32. Hawthorn Fields
33. Football Practice Field
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35. Telecommunications Center
36. College Relations
37. College Relations

Visitor Parking

To downtown Greensboro →



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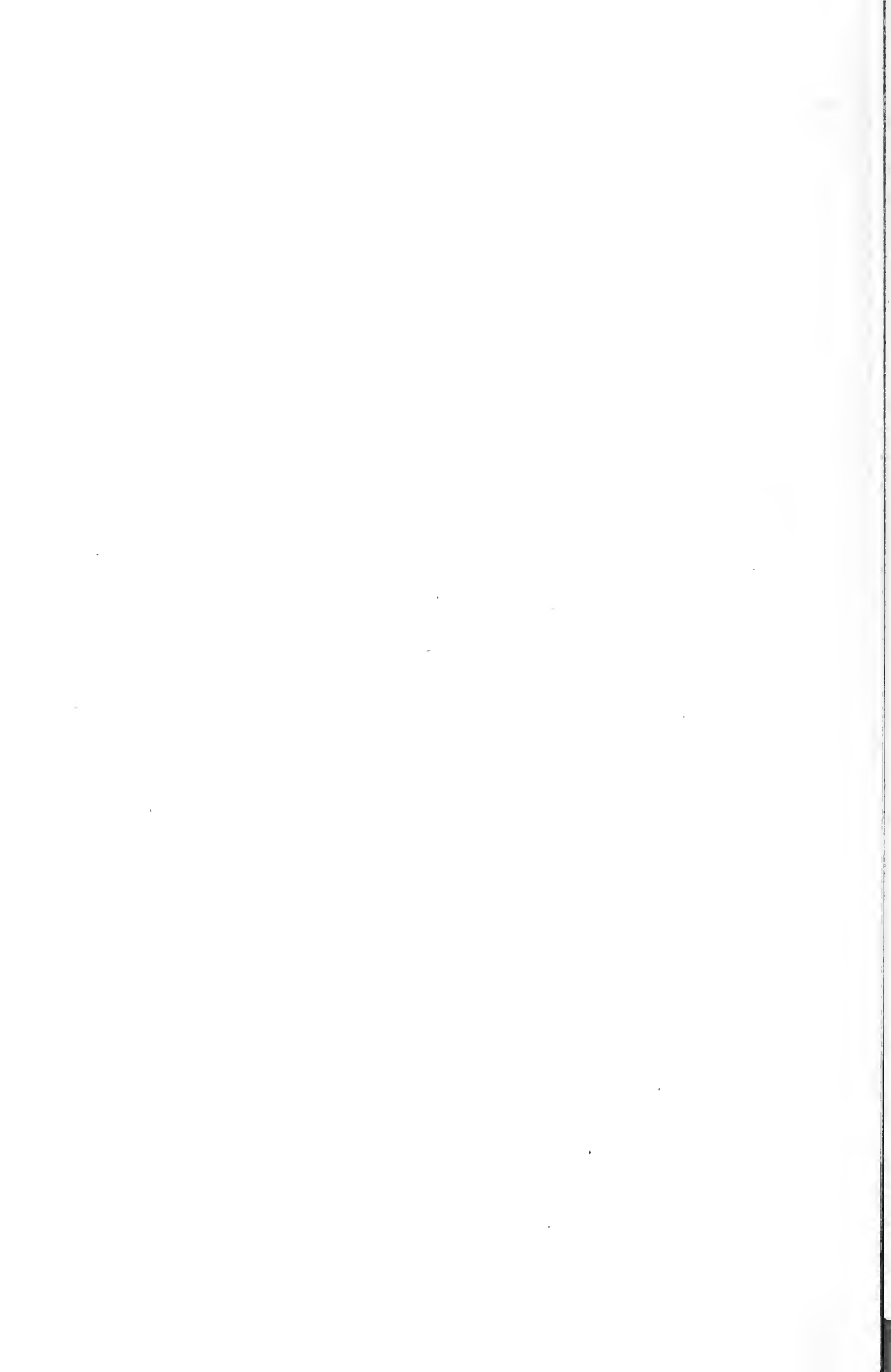
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# GUILFORD COLLEGE CATALOG SUPPLEMENT

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1992-1993

5800 West Friendly Avenue  
Greensboro, North Carolina 27410  
(919)316-2000

# Guilford College Residential Campus

## 1992-1993 Tuition and Fees

(For the academic year of two semesters)

	Day Student	Mary Hobbs Hall	Other Halls	New Apartments
Tuition (12-18 credits)	\$11,400	\$11,400	\$11,400	\$11,400
Room and Board		4,664	4,784*	+
Room Only				3,526
Student Activity Fee	210	210	210	210
<b>Total</b>	<b>\$11,610</b>	<b>\$16,274</b>	<b>\$16,394</b>	<b>\$15,136</b>

## Other Fees

Application Fee	\$ 25	Key Deposit	\$ 25
Enrollment Fee	300	Motor Vehicle Registration	
Per credit tuition (fewer than 12)	356	Residence Hall Student	40
Overload Per Credit (more than 18)	184	Day Student	20
** Audit Fee (per credit hour)	25	Linen Deposit	20
** Audit Fee (per course, senior citizens)	25	Insurance Premium	124
Registration Fee (part-time students)	15	Major Medical Insurance	
Late Registration Fee	10	International Students	232
Late payment Fee	25	Athletic Insurance Premium	***
Graduation Fee	30	Transcript Fee (per copy)	3
Duplicate Diploma Fee	15	Faxed Transcripts (per copy)	9
Late Fee on Monthly Payments	10	Immediate Delivery Transcript	6
Late Receipt of Enrollment Form	10	Duplicate ID Charge	10
(per semester)		Returned Check Charge	10

\* Regular residence hall, double occupancy (single room and board \$5,584)

\*\* Auditors pay no registration fee, but pay special course fees where applicable.

\*\*\* All students involved in intercollegiate athletics are required to carry special athletic insurance. Information about this coverage will be sent by the Athletic Department.

+ Full board plan available for \$2,355.

All fees are subject to adjustments.

## Course Fees

Education 440 \$50

## Sport Studies Fees

Horseback Riding \$150

## Music Fees

Guilford College students registered for private lessons in applied music pay \$400 per semester for two half-hour lessons per week, and \$200 per semester for one half-hour lesson per week.

Fees are also charged for the use of practice rooms at Guilford College according to the following scale, which reflects charges for one academic year (two semesters).

## Use of Practice Room

6 hours per week \$30      12 hours per week \$60

**Special Note:** North Carolina state law requires that no person shall attend a college or university in North Carolina unless a certificate of immunization indicating that the person has received the immunizations required by law is presented to the college or university on or before the first day of matriculation. If confirmation of the required immunizations has not been received within 30 calendar days from the first day of attendance, such students will be administratively withdrawn from the college.

**Grading System:** Letter grades and plus or minus designations will be given and recorded and will be calculated in students' grade point averages.

See the current catalog for the following:

Grading Procedure	page 20
Academic Probation	page 22
Refund Policy (residential campus)	page 34
Refund Policy (continuing education)	page 39, 40
Tuition Refund Schedule (residential campus)	page 34
Tuition Refund Schedule (continuing education)	page 40

Dana Scholars are selected from rising junior and senior classes.

In March 1992, the faculty approved replacing the freshman interdisciplinary core requirement (IDS 101) with First Year Seminar (FYS 101). All first-year students must take this requirement.

Students interested in one of the following majors should check with the faculty chairperson for updated information:

Education Studies  
English  
Justice and Policy Studies  
Japanese Studies  
Physical Education

Added Major  
Music

Concentrations Eliminated  
Classics  
History and Philosophy of Science  
Democratic Management

# The Center for Continuing Education

## 1992-1993 Tuition and Fees

Fee per credit	\$184
Application Fee	25
Registration Fee	15
+ Activity Fee	20
** Audit Fee – per credit hour	25
** Audit Fee (per course, senior citizens)	25
Graduation Fee	30
Duplicate Diploma Fee	15
Late Payment Fee	5
Monthly Payment Plan Service Charge	
Five payments = 2 percent add-on	
Four payments = 2 percent add-on	
Yearly Vehicle Registration	
First sticker, commuting student	20
Each additional sticker	10

*All fees are subject to adjustment.*

+ Includes fees for SGA, Academic Skills Center and Career Development

\*\* Auditors pay no registration fee, but pay special course fees where applicable.

## CCE Campus Services and Activities

### Open to all

- membership in Student Government Association (SGA) and academic departmental campus organizations
- academic facilities (including library, computer)
- off-campus semesters at full tuition
- financial aid services
- consideration for on-campus employment
- fine arts series
- academic advising
- career counseling services
- academic skills services

### On a fee-for-use basis

- field house privileges
- sports events
- photos in yearbook
- yearbook acquisition
- off-campus seminars at cost
- choir when not for credit (\$25)

## Campus Admission Calendar

Students applying to enter Guilford in Fall 1993 should adhere to the following set of deadlines:

<b>Early Decision</b>	<b>Deadline</b> December 1	<b>Notification</b> December 15
<b>Regular Decision</b>	<b>Deadline</b>	<b>Notification</b>
Round I	February 1	March 1
Round II	March 1	April 1

After March 1, applications will be considered on a space available basis. Students who miss the deadlines and are interested in applying are encouraged to call the Admission Office with their questions. Financial aid deadline is March 1. Accepted students have until May 1 to respond to our offer of admission. Students who apply to enter Guilford in January should have their material submitted by December 1.

## Faculty Promotions

### Promotion to Full

#### Professor

Dorothy V. Borei  
Frank P. Keegan  
Claude T. Mourot-Burris

### Promotion to Associate

#### Professor

Thomas P. Espinola  
H. Garland Granger III  
Adrienne M. Israel  
Jeffrey M. Jeske  
Sylvia Trelles  
Kathleen A. Tritschler  
Michael J. Welch

### Retirements

Edwin G. Caudill  
Ann F. Deagon  
William J. Lanier  
Ilma M. Manduley  
Floyd A. Reynolds  
David O. Stanfield

### New Faculty

Frances Kay Doost, Education Studies  
Anne Gardner Glenn, Chemistry  
Albert J. Juhrend, Theatre Studies  
Timothy H. Lindeman, Music  
Michael B. Strickland, English  
Ruey-Yuan Wu, Philosophy

### Departures

Linda B. Brown  
Nancy Cable-Wells  
Richard A. Ford  
Michael E. Geisler  
Janet R. Moore  
Marigene W. Pearce  
J. Phillip Roach  
Louis J. Spaventa  
T. Vance Sturgeon  
Todd E. Woerner

## Administrative Appointments

Kathrynn A. Adams, Academic Dean  
Teri G. Armstrong, Recruiter, Adviser, Counselor – Continuing Education  
W. Brett Ayers, Sports Information Director and Assistant Athletic Director  
Miriam N. Collins, Assistant to the Director of Off-Campus Studies  
Gayle P. Currie, Acting Athletic Director  
Jerry C. Godard, Coordinator of Academic Advising  
Thomas T. Grayson, Assistant Football Coach  
Irene Harrington, Assistant to the Director of Career Development  
Joanna Iwata, Acting Dean of Student Life  
Lee M. Johnson, Director of Off-Campus Studies  
Robyn E. Parsons, Director of Human Resources  
Daniel P. Poteet II, Provost  
Julianne Potter, Recruiter, Adviser, Counselor – Continuing Education  
Teresa L. Sanford, Assistant Director of Computer Services  
Steven L. Skinner, Director of Facilities  
Gordon D. Soenksen, Vice President for Institutional Advancement  
Mary T. Vick, Director of Continuing Education  
Mary Ann Weedon, Director of Security and Safety  
Cathy O. West, Registrar

# Guilford College Calendar

## 1992-1993

### FALL SEMESTER

Tuition, Room and Board Payment Due (Postmarked by Aug. 15).....	Sat.,	Aug 15, 1992
Late Tuition, Room and Board Payment Fee (\$25).....	Sun.,	Aug 16, 1992
First Faculty Meetings 9:00 am-4:30 pm/Picnic at 6:00 pm.....	Wed.,	Aug 19, 1992
International Student Orientation Begins-4:00 pm.....	Wed.,	Aug 19, 1992
Registration-Cont. Ed. Students 8:30 am-11:00 am & 4:30-7:30 pm.....	Thurs.,	Aug 20, 1992
New Students Arrive for Orientation 9:00 am-1:00 pm.....	Fri.,	Aug 21, 1992
Returning Students Arrive for Check In 8:30 am-12:00 noon & 1:00-2:30 pm.....	Mon.,	Aug 24, 1992
Registration-All Main Campus Students 8:30 am-12:00 noon & 1:00-3:30 pm.....	Mon.,	Aug 24, 1992
Classes Begin-Late Registration Fee (\$10).....	Tues.,	Aug 25, 1992
Last Day to Add Courses.....	Wed.,	Sept 2, 1992
Last Day to Withdraw From a Course with a Tuition Refund/Without a Grade	Mon.,	Sept 14, 1992
Chairpersons Must Submit Revised List of Courses for Semester II.....	Wed.,	Sept 30, 1992
Family Weekend.....	Fri., Oct. 2 -	Sun., Oct. 4, 1992
Mid-term Grades Due/Last Day to Replace Sem II & Sum. Provisional Grades	Tues.,	Oct. 13, 1992
Fall Break Begins-End of Day/Residence Halls Close From 4:00 pm.....	Fri.,	Oct. 16, 1992
Until 1:00 pm.....	Sun.,	Oct. 25, 1992
Classes Resume.....	Mon.,	Oct. 26, 1992
Last Day to Submit Student Enrollment Form.....	Wed.,	Oct. 28, 1992
Last Day to Drop or Withdraw from Courses with W Grades.....	Mon.,	Nov. 2, 1992
Homecoming .....	Fri., Nov. 6 -	Sun., Nov. 8, 1992
Preregistration for Spring Semester From.....	Mon.,	Nov. 9, 1992
Through.....	Thurs.,	Nov. 12, 1992
Last Day for End of Term Withdrawal with Enrollment & Room Fee Refund....	Fri.,	Nov. 13, 1992
Day Classes Normally Scheduled for Wednesday or Friday will Meet.....	Wed.,	Nov. 25, 1992
Thanksgiving Holiday Begins 4:00 pm/Residence Halls Close From 4:00 pm.....	Wed.,	Nov. 25, 1992
Until 1:00 pm.....	Sun.,	Nov. 29, 1992
Classes Resume.....	Mon.,	Nov. 30, 1992
Reading Days .....	Sat., Dec. 12 -	Sun., Dec. 13, 1992
Exams Begin.....	Mon.,	Dec. 14, 1992
Exams End/Residence Halls Close 4:00 pm.....	Fri.,	Dec. 18, 1992

### SPRING SEMESTER

Tuition, Room and Board Payment due (Postmarked by January 2).....	Sat.,	Jan. 2, 1993
Late Tuition, Room and Board Payment Fee (\$25).....	Sun.,	Jan. 3, 1993
Registration-Cont. Ed. Students 8:30 am-11:00 am & 4:30-7:30 pm.....	Fri.,	Jan. 8, 1993
Residence Halls Open-1:00-5:00 pm/New Student Orientation.....	Sun.,	Jan. 10, 1993
Registration-All Main Campus Students 9:00 am-12:00 noon & 1:00-3:00 pm	Mon.,	Jan. 11, 1993
Classes Begin-Late Registration Fee (\$10).....	Tues.,	Jan. 12, 1993
Last Day to Add Courses.....	Wed.,	Jan. 20, 1993
Last Day to Withdraw From a Course with a Tuition Refund/Without a Grade	Mon.,	Feb. 1, 1993
Chairpersons Must Submit List of Courses for Next Year.....	Wed.,	Feb. 17, 1993
Mid-term Grades Due/Last Day to Replace Sem I Provisional Grades.....	Wed.,	Mar. 3, 1993
Spring Break Begins-End of Day/Residence Halls Close From 4:00 pm.....	Fri.,	Mar. 5, 1993
Until 1:00 pm.....	Sun.,	Mar. 14, 1993
Classes Resume.....	Mon.,	Mar. 15, 1993
Last Day to Submit Student Enrollment Form.....	Mon.,	Mar. 22, 1993
Last Day to Drop or Withdraw from Courses with W Grades.....	Mon.,	Mar. 22, 1993
Last Day for End of Term Withdrawal with Enrollment Fee Refund.....	Mon.,	Apr. 12, 1993
Preregistration for Fall Semester 1993-94 From.....	Tues.,	Apr. 13, 1993
Through.....	Thurs.,	Apr. 15, 1993
Reading Day.....	Thurs.,	Apr. 29, 1993
Exams Begin.....	Fri.,	Apr. 30, 1993
Exams End.....	Wed.,	May 5, 1993
Commencement.....	Sat.,	May 8, 1993







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